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THE Right DIRECTION
**About Inver Hills**

Founded in 1970, Inver Hills Community College is a member of Minnesota State and offers more than 50 degree and certificate options, including liberal education courses and career-related degrees in leading occupational areas. For more information, visit inverhills.edu.

**College Mission**

Dedicated to the power and promise of education, we inspire students, build careers and strengthen communities.

**College Vision**

We will be an innovator in education, creating a vigorous intellectual environment for emerging leaders, scholars, and professionals. Through equity and inclusion, we will enrich individual lives and support our diverse communities, locally and globally.

**College Values**

- Student success
- Excellence and innovation in education
- Integrity, reflection and innovation
- Caring for our environmental, human and financial resources
- Equity, inclusion, integrity and respect
- Continuous improvement

**Fast Facts**

Inver Hills enrolled 7,830 credit students in fiscal year 2016 and is large enough to provide varied opportunities, but small enough to ensure personalized attention. Approximately 63 percent of credit students attend Inver Hills part time, and the student body is evenly split between those seeking a two-year degree and those planning to continue their education at a four-year college or university. Inver Hills students live throughout the Twin Cities metropolitan area, including western Wisconsin. Most students also work at least part time. Students may choose to live adjacent to campus in the Granite Bluffs Apartments, which provides housing for single students, as well as students with dependents.

**Location**

Inver Hills is located on 90 acres of gentle slopes just east of the intersection of Highway 52 and 80th Street in Inver Grove Heights, Minn. Handsome brick and cedar buildings, designed for comfort and accessibility, contribute to a high-quality learning experience. Neighboring ponds and oak groves are as much a part of the college as the up-to-date classrooms and laboratories, recreational sports facilities and fields. The campus is just 10 minutes from the cultural and educational resources of downtown St. Paul.

**Accreditation**

Inver Hills is fully accredited by the North Central Association of Colleges and Secondary Schools, Higher Learning Commission, and is certified as eligible for federal funds and programs. Other accredited institutions throughout the United States will accept satisfactorily completed credits from Inver Hills that are college-level and appropriate to the student's baccalaureate objectives.

The college also holds program-specific accreditation by the National League for Nursing Accrediting Commission, the Commission on Accreditation of Allied Health Education Programs, and the Accreditation Council for Business Schools and Programs, and program approval from the American Bar Association.

**NCA/Higher Learning Commission**
230 S. LaSalle St., Suite 7-500
Chicago, IL 60604
(800) 621-7440
ncahlc.org

**American Bar Association**
321 N. Clark St.
Chicago, IL 60654-7598
(800) 285-2221
americanbar.org/aba

**National League for Nursing Accrediting Commission**
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
(404) 975-5000
nlnc.org/home

**Commission on Accreditation of Allied Health Education Programs**

1361 Park St.
Clearwater FL 33756
(727) 210-2350
caahep.org

**Accreditation Council for Business Schools and Programs (ACBSP)**
11520 W. 119th St.
Overland Park, KS 66213
(913) 339-9356
acbsp.org

**Equal Opportunity Institution**

Inver Hills acknowledges its legal and moral responsibility to ensure equal employment and educational opportunities with no discrimination regarding race, creed, disability, color, religion, national origin, sex, sexual orientation, age, marital status, or inclusion in any group or class protected by state or federal law.

Inver Hills is committed to compliance with Title IX, Section 504, the Americans with Disabilities Act, and all state statutes and regulations relating to removing barriers to equal employment and educational opportunity.

Inver Hills is an affirmative action and equal opportunity institution. Inver Hills abides by all applicable statutes and regulations relating to equal access and employment. This catalog is available in alternate formats. Contact Disability Services at 651-450-3884.

**Non discrimination coordinators:**

**Title IX Coordinator**

Wendy Robinson
College Center Room 224, 651-450-3692, wrobins@inverhills.edu

**Compaints of acts of discrimination or harassment by employees**

Suzanne Brusoe
Liberal Arts Room 217, 651-450-3672, sbrusoe@inverhills.edu
Complaints of acts of discrimination or harassment by students:
Wendy Robinson
College Center Room 224, 651-450-3692, wrobins@inverhills.edu

Accommodations for disability:
Randi Goettl, Director of Disability Services
Library 207, 651-450-3884, disabilityservices@inverhills.edu

This document is available in alternative formats to individuals with disabilities; consumers with hearing or speech disabilities may contact us via their preferred Telecommunications Relay Service.

**Academic Calendar**

**Fall semester 2017**
Semester begins ........................................ Aug. 21, 2017
Final exams ........................................ Dec. 11-14, 2017

**Spring semester 2018**
Semester begins ........................................ Jan. 8, 2018
Spring break ........................................ March 5-9, 2018
Final exams ........................................ May 7-9, 2018

**Summer session 2018**
Session one begins ................................. May 29, 2018
Session one ends ................................ Aug. 2, 2018
Session two begins ................................. May 20, 2018
Session two ends ................................ June 28, 2018
Session three begins ................................. May 29, 2018
Session three ends ................................ July 19, 2018
Session four begins ................................. July 2, 2018
Session four ends ................................ Aug. 2, 2018
Admissions

Admission Policy
Inver Hills considers all applicants for admission regardless of age, race, sex, color, religion, sexual orientation, disability or national origin. The college follows an open-door Admission Policy, which means that any person who has graduated from an accredited high school, successfully completed a General Educational Development (GED) examination, or who can demonstrate Ability to Benefit is eligible for admission.

Inver Hills has taken steps to assure that lack of English skills will not pose a barrier to participating in the application, admissions and enrollment process. These include provisions for communicating with college services, a well-defined information and referral process, and the English for Academic Purposes (EAP) program. The full Admission Policy can be found at inverhills.edu/policies.

Transfer Credit Policy
Students wishing to transfer to Inver Hills from another postsecondary institution should follow the college's admission procedures detailed on the college's website.

General Transfer Policies
Transfer credit will be evaluated based on sufficient academic quality when compared with curricula and standards used to meet degree requirements at Inver Hills. Transfer credit evaluations are completed by the Enrollment Center. New students who want an official evaluation of their transcripts must enroll under the Regular Admission process (see application and admission procedures). After an applicant has completed each of the requirements for regular admission, official transcripts will be evaluated to determine which credits are applicable to the degree listed on the application form.

Courses approved for transfer must be comparable in nature, content and level, and match at least 75 percent of the content and goals of the course for which the student is seeking equivalent credit.

The number of credits transferred to Inver Hills is dependent upon the specific requirements of each program or degree offered at Inver Hills. Transfer credit grades will not be used in computing a student’s Inver Hills grade-point average.

Inver Hills will accept courses from other institutions with grades of D or higher. While grades of D will be accepted by the college, they may not be accepted by individual departments due to varying departmental policies regarding acceptable grades for graduation. Furthermore, students wishing to transfer to a four-year institution should consult that institution's policies regarding transfer and use of D grades.

Please see the descriptions that follow for the college's academic policy on how these credits will be accepted and applied.

Transfer of MnTC and other courses
Individual courses from other MnSCU colleges and from the University of Minnesota transfer to Inver Hills into the Minnesota Transfer Curriculum. Such courses transfer according to the MnTC goal areas designated for them by the institution where the student originally took the course. Completion of the entire goal at another MnSCU institution completes the goal at Inver Hills. However, there is no guarantee that courses from private and non-Minnesota colleges will satisfy MnTC goals, even if the courses may be transferable as electives. Such courses are evaluated on an individual basis. Courses with a grade of D or higher (including transfer) can be included in the MnTC. A 2.0 GPA is required for recognition of completion of the entire MnTC.

Credits from other institutions
Transfer credit will be evaluated based on academic content and quality when compared with curricula and standards used to meet degree requirements at Inver Hills. Inver Hills will accept transfer credit from institutions with whom a written and approved articulation agreement exists between both institutions. Inver Hills also will accept transfer credits from regionally or nationally accredited institutions. Institution accreditation can be viewed on the U.S. Department of Education website.

Up to 16 credits from nationally accredited institutions will be automatically accepted by the college as elective credit. Students may complete a Course Substitution/Waiver Request form if they desire more than 16 credits in transfer. While credits from nationally accredited institutions will be accepted by the college, individual departments may decide not to accept these credits toward degree or certificate requirements. Students desiring to have credits from nationally accredited institutions accepted by an individual department to be used toward degree or certificate requirements must complete a Course Substitution/Waiver Request form. In addition, students should attach copies of the transcript, course descriptions and course syllabi.

Students wishing to transfer to a four-year institution should consult that institution’s policies regarding transfer of credits from nationally accredited institutions. Depending on that institution’s policies, credits earned from nationally accredited institutions may not be accepted at that institution.

Technical college credits
A maximum of 16 semester technical credits will be accepted as elective credits in transfer from vocational or technical colleges having appropriate regional or national accreditation. General education credits satisfying the MnTC may be accepted beyond the 16 semester credit maximum. Students may petition for an evaluation of technical credits believed to be equivalent to a specific program.

International credits
In order to have international or foreign credits potentially apply toward a degree program at Inver Hills, students are required to have prior
Appealing the Original Transfer Evaluation
New or continuing students unsatisfied with the transfer award may appeal to the director of enrollment services. New or continuing students interested in appealing should complete the Course Substitution/Waiver Request Form and attach the following documentation:

- Institution description
- Course description
- Course syllabus
- Instruction credentials

Appealing the Decision of the Original Transfer Credit Appeal
Students unsatisfied with the outcome of their transfer credit appeal have the right to final appeal that decision to the vice president of academic affairs. The steps for final appeals are as follows:

- Student completes the Student Appeal form and attaches supplemental information such as a syllabus, course description and faculty credentials
- The vice president will review
- The student receives a decision in writing

Appealing the College’s Decision
- If the student is not satisfied with the college transfer final appeal decision, the student may submit a request to the senior vice chancellor of academic and student affairs for a system-level appeal of the college transfer appeal decision.
- A student shall appeal a transfer decision at the college level prior to appeal at the system level.
- The system-level appeal request shall include a copy of the college transfer appeal decision with supporting rationale, transcript and other documentation.
- To be considered, the student appeal for a decision that involves credits from MnSCU colleges and universities must have the support of the chief academic officer or designee of the sending college or university. When a transfer decision involves credit earned at an institution outside MnSCU, the support of a chief academic officer or designee is not required.
- Upon receipt of the MnSCU system-level appeal, there shall be a review by system office transfer staff. The review shall be based on course descriptions, outlines, objectives, learning outcomes and/or other relevant information. The transfer staff shall submit a recommendation to the senior vice chancellor for academic and student affairs.
- The senior vice chancellor of academic and student affairs shall make a final determination regarding disposition of the appeal. The decision of the senior vice chancellor shall be binding on all system, college and university parties.

Credit for Prior Learning
Inver Hills may accept the following as credit for prior learning:

- College Level Examination Program (CLEP)
- Advanced Placement (AP)
- International Baccalaureate (IB)
- Examinations covered in the American Council on Education's Guide to Educational Credit by Examination
- Prior Learning Assessment Program (PLA)
- Advanced Standing Credit (Tech Prep)
- Military Education Experience
- Credit by Examination (administered by Inver Hills faculty)
- Credit by Examination (nationally recognized)
- Credit for IT Certification Exams

Please refer to the sections below and online at inverhills.edu/transferring for more information about how credit for prior learning will be accepted and applied.

Alternative Credit
College Level Exam Program (CLEP)
CLEP examinations are designed to assess student mastery of introductory college course material in particular subject areas. A student who earns a score of 50 or higher on a non-language CLEP examination will receive college credit. In order to receive college credit for level two foreign language examinations, a student must earn a minimum score of 60 for German language, 59 for French language and 63 for Spanish language. These scores are consistent with recommendations made by the American Council of Education.

Equivalent course credits shall be granted when a CLEP examination covers material that is substantially similar to an existing college course. Elective course credits shall be granted when a CLEP examination covers material that is deemed to be college-level but is not substantially similar to an existing course.

A college or university shall not limit the total number of credits a student may earn through CLEP examination. However, credits earned through CLEP examinations are not resident credits and may not be used to satisfy resident credit requirements for graduation. A student must provide the college with an official report of CLEP examination scores in order to receive credit. For an up-to-date list of CLEP credits and their equivalents, see the CLEP chart below or the college website at inverhills.edu/transferring.

### CLEP Exam Score Equivalent Course Credit

<table>
<thead>
<tr>
<th>CLEP Exam Score</th>
<th>Equivalent Course Credit</th>
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<tbody>
<tr>
<td>50</td>
<td>BUS 1132</td>
</tr>
<tr>
<td>50</td>
<td>ACCT 2101</td>
</tr>
<tr>
<td>50</td>
<td>CS elective</td>
</tr>
<tr>
<td>50</td>
<td>BUS 2021</td>
</tr>
<tr>
<td>50</td>
<td>BUS 2004</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Business</th>
<th>Score</th>
<th>Equivalent Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Law, Introductory</td>
<td>50</td>
<td>BUS 1132</td>
<td>3</td>
</tr>
<tr>
<td>Financial Accounting</td>
<td>50</td>
<td>ACCT 2101</td>
<td>4</td>
</tr>
<tr>
<td>Information Systems and Computer Applications</td>
<td>50</td>
<td>CS elective</td>
<td>3</td>
</tr>
<tr>
<td>Management, Principles of</td>
<td>50</td>
<td>BUS 2021</td>
<td>3</td>
</tr>
<tr>
<td>Marketing, Principles of</td>
<td>50</td>
<td>BUS 2004</td>
<td>3</td>
</tr>
</tbody>
</table>
### Composition and Literature

<table>
<thead>
<tr>
<th>Course</th>
<th>Goal</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>American Literature</td>
<td>6b</td>
<td>3</td>
</tr>
<tr>
<td>Analyzing &amp; Interpreting Literature</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>College Composition</td>
<td>1108</td>
<td>6</td>
</tr>
<tr>
<td>College Composition Modular</td>
<td>1108</td>
<td>4</td>
</tr>
<tr>
<td>English Literature</td>
<td>6b</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>1110</td>
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### Foreign Languages

<table>
<thead>
<tr>
<th>Language Level</th>
<th>Goal</th>
<th>Credits</th>
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<tbody>
<tr>
<td>French Language, Level 1</td>
<td>1101</td>
<td>6</td>
</tr>
<tr>
<td>French Language, Level 2</td>
<td>1101</td>
<td>9</td>
</tr>
<tr>
<td>German Language, Level 1</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>German Language, Level 2</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Spanish Language, Level 1</td>
<td>1101</td>
<td>6</td>
</tr>
<tr>
<td>Spanish Language, Level 2</td>
<td>1102</td>
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### History and Social Sciences

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<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>American Government</td>
<td>1111</td>
<td>3</td>
</tr>
<tr>
<td>Educational Psychology, Introduction</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>History of the United States I: Early Colonization to 1877</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>History of the United States II: 1865 to Present</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Macroeconomics, Principles of</td>
<td>1105</td>
<td>3</td>
</tr>
<tr>
<td>Microeconomics, Principles of</td>
<td>1106</td>
<td>3</td>
</tr>
<tr>
<td>Psychology, Introductory</td>
<td>1101</td>
<td>4</td>
</tr>
<tr>
<td>Social Sciences and History</td>
<td>1100</td>
<td>3</td>
</tr>
<tr>
<td>Sociology, Introductory</td>
<td>1100</td>
<td>4</td>
</tr>
<tr>
<td>Western Civilization I: Ancient Near East to 1648</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Western Civilization II: 1648 to Present</td>
<td>5</td>
<td>4</td>
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### Science and Mathematics

<table>
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<tr>
<th>Course</th>
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<tbody>
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<tr>
<td>Calculus</td>
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<tr>
<td>Chemistry</td>
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<td>8</td>
</tr>
<tr>
<td>College Algebra</td>
<td>1118</td>
<td>4</td>
</tr>
<tr>
<td>College Mathematics</td>
<td>1118</td>
<td>5</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Precalculus</td>
<td>1127</td>
<td>5</td>
</tr>
</tbody>
</table>

### Advanced Placement (AP) exams

College credit will be granted to students who earn a three or higher in an Advanced Placement examination. College credit shall be granted for a specific college course for each AP examination that covers substantially similar material. Elective credits shall be granted when an AP examination covers material that is deemed to be college-level but is not substantially similar to an existing course. AP credit that overlaps completed coursework for which college credit has already been earned will count as liberal art elective credit.

A college or university shall not limit the total number of credits a student may earn through AP examinations. However, credits earned through AP examinations are not resident credits and may not be used to satisfy resident credit requirements for graduation. A student must provide the college with an official report of AP examination scores in order to receive credit. For an up-to-date list of Advanced Placement credits and their equivalents, see the chart below or visit the college website at inverhills.edu/transferring.

<table>
<thead>
<tr>
<th>AP Exam</th>
<th>Score</th>
<th>Equivalent Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History (f)</td>
<td>3</td>
<td>ART 1106 or 1107</td>
<td>3</td>
</tr>
<tr>
<td>Studio Drawing (f)</td>
<td>3</td>
<td>ART 1114</td>
<td>3</td>
</tr>
<tr>
<td>Studio 2-D Design (f)</td>
<td>3</td>
<td>ART 1120</td>
<td>3</td>
</tr>
<tr>
<td>Studio 3-D Design (f)</td>
<td>3</td>
<td>ART 1196</td>
<td>3</td>
</tr>
<tr>
<td>Biology (f)</td>
<td>3</td>
<td>BIOL 1120</td>
<td>4</td>
</tr>
<tr>
<td>Calculus AB (f)</td>
<td>3</td>
<td>MATH 1120</td>
<td>3</td>
</tr>
<tr>
<td>Calculus AB (f)</td>
<td>4-5</td>
<td>MATH 1133</td>
<td>5</td>
</tr>
<tr>
<td>Calculus BC (f)</td>
<td>3</td>
<td>MATH 1133</td>
<td>5</td>
</tr>
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<td>Calculus BC (f)</td>
<td>4-5</td>
<td>MATH 1133, 1134</td>
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<td>Chemistry (s)</td>
<td>3</td>
<td>CHEM 1061</td>
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<td>Chemistry (s)</td>
<td>5</td>
<td>CHEM 1061, 1062</td>
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<td>Computer Science A (s)</td>
<td>3</td>
<td>CS 1119</td>
<td>4</td>
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<td>Computer Science AB (f)</td>
<td>3</td>
<td>CS elective</td>
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<td>Macroeconomics (s)</td>
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<td>ECON 1105</td>
<td>3</td>
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<td>Microeconomics (s)</td>
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<td>ECON 1106</td>
<td>3</td>
</tr>
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<td>English Language, Composition (f)</td>
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<td>ENG 1108</td>
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<tr>
<td>English Literature, Composition (f)</td>
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<td>ENG 1140</td>
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<td>Environmental Science (s)</td>
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<td>General elective</td>
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<td>Chinese Language (f)</td>
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<td>Goals 6b, 8</td>
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<td>French Literature (f)</td>
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<td>German Language (f)</td>
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<td>GERM 1101</td>
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<td>Comparative Government (s)</td>
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<td>POLS 1101</td>
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<td>U.S. Government, Politics (s)</td>
<td>3</td>
<td>POLS 1111</td>
<td>3</td>
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<td>European History (f)</td>
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<td>History elective</td>
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</tr>
<tr>
<td>United States History (f)</td>
<td>3</td>
<td>HIST 1114, 1115</td>
<td>8</td>
</tr>
<tr>
<td>World History (f)</td>
<td>3</td>
<td>HIST 1106, 1107</td>
<td>8</td>
</tr>
<tr>
<td>Human Geography (s)</td>
<td>3</td>
<td>GEOG 1115</td>
<td>3</td>
</tr>
<tr>
<td>Latin Vergil or Literature (f)</td>
<td>3</td>
<td>Humanities elective (MnTC 6b)</td>
<td>5</td>
</tr>
</tbody>
</table>
Music Theory (f) 3  MUSC 1110 3
Physics B (f) 3  PHYS 1041, 1030 8
Physics C Elec/Mag (s) 3  PHYS 1082 (MnTC 3b) 5
Physics C Mechanics (s) 3  PHYS 1081 (MnTC 3b) 5
Psychology (s) 3  PSYC 1101 4
Spanish Language (f) 3  SPAN 1101 5
Spanish Literature (f) 3  Spanish elective 4
Statistics (s) 3  MATH 1103 4

International Baccalaureate (IB) credit
Students who attain an IB diploma with a score of 24 or higher shall be granted credit as follows:
a. Eight semester credits each for four higher-level examinations, plus two semester credits each for two standard-level examinations, for a total of 36 semester credits.
or
b. Eight semester credits each for three higher-level examinations, plus two semester credits each for three standard-level examinations, for a total of 30 semester credits.

A student may receive credits for individual higher level IB examination scores of four or higher. Course credits shall be granted when an IB examination covers material that is substantially similar to an existing college course. Elective credits shall be granted when an IB examination covers material that is deemed to be college-level but is not substantially similar to an existing course. IB credit that overlaps completed coursework for which college credit has already been earned will count as liberal art elective credit.

A college or university shall not limit the total number of credits a student may earn through IB examination. However, credits earned through IB examinations are not resident credits and may not be used to satisfy resident credit requirements for graduation. A student must provide the college with an official report of IB examination scores in order to receive credit.

See the equivalency chart below or check online at inverhills.edu/transferring for the most current version. Inver Hills will use the American Council on Education's National Guide to Educational Credit for Training Programs to determine whether students who participate in formal training will be awarded transfer credit. An official transcript of completed training is required for the evaluation.

<table>
<thead>
<tr>
<th>IB Exam</th>
<th>Score</th>
<th>Equivalent Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology (HL)</td>
<td>4-7</td>
<td>BIOL 1120</td>
<td>4</td>
</tr>
<tr>
<td>Business and Management (HL)</td>
<td>4-7</td>
<td>BUS 1101</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry (HL)</td>
<td>4-7</td>
<td>CHEM 1061</td>
<td>5</td>
</tr>
<tr>
<td>Chemistry (SL)</td>
<td>4-7</td>
<td>Goal 3b with lab</td>
<td>3</td>
</tr>
<tr>
<td>Classical Languages (HL)</td>
<td>4-7</td>
<td>General elective</td>
<td>8</td>
</tr>
<tr>
<td>Computer Science (HL)</td>
<td>4-7</td>
<td>CS 1118</td>
<td>4</td>
</tr>
<tr>
<td>Dance (HL)</td>
<td>4-7</td>
<td>Goal 6a elective</td>
<td>8</td>
</tr>
<tr>
<td>Design Technology (HL)</td>
<td>4-7</td>
<td>General elective</td>
<td>8</td>
</tr>
<tr>
<td>Economics (HL)</td>
<td>4-7</td>
<td>ECON 1105 and 1106</td>
<td>8</td>
</tr>
<tr>
<td>Environmental Systems (HL)</td>
<td>4-7</td>
<td>BIOL 1116</td>
<td>2</td>
</tr>
<tr>
<td>Geography (HL)</td>
<td>4-7</td>
<td>Goal 5; counts toward two requirements</td>
<td>8</td>
</tr>
<tr>
<td>History of Africa (HL)</td>
<td>4-7</td>
<td>Goals 5 and 8</td>
<td>8</td>
</tr>
<tr>
<td>History of the Americas (HL)</td>
<td>4-7</td>
<td>Goals 5 and 8; counts toward two requirements</td>
<td>8</td>
</tr>
<tr>
<td>History of Asia, Near East (HL)</td>
<td>4-7</td>
<td>Goals 5 and 8</td>
<td>8</td>
</tr>
<tr>
<td>History of Europe (HL)</td>
<td>4-7</td>
<td>Goals 5 and 8; counts toward two requirements</td>
<td>8</td>
</tr>
<tr>
<td>History of the Islamic World (HL)</td>
<td>4-7</td>
<td>General elective</td>
<td>8</td>
</tr>
<tr>
<td>Info Tech in Global Soc (HL)</td>
<td>4-7</td>
<td>General elective</td>
<td>8</td>
</tr>
<tr>
<td>Language A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English A1 (HL)</td>
<td>4-7</td>
<td>ENG 1108 &amp; ENG 1111 or ENG 1114</td>
<td>8</td>
</tr>
<tr>
<td>Language B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French (HL)</td>
<td>4-7</td>
<td>FREN 1101 &amp; 1102</td>
<td>10</td>
</tr>
<tr>
<td>German (HL)</td>
<td>4-7</td>
<td>GERM 1101 &amp; 1102</td>
<td>10</td>
</tr>
<tr>
<td>Japanese (HL)</td>
<td>4-7</td>
<td>General elective</td>
<td>8</td>
</tr>
<tr>
<td>Chinese (HL)</td>
<td>4-7</td>
<td>CHIN 1101</td>
<td>5</td>
</tr>
<tr>
<td>Russian (HL)</td>
<td>4-7</td>
<td>General elective</td>
<td>8</td>
</tr>
<tr>
<td>Spanish (HL)</td>
<td>4-7</td>
<td>SPAN 1101 &amp; 1102</td>
<td>10</td>
</tr>
<tr>
<td>Mathematics (HL)</td>
<td>4-7</td>
<td>MATH 1118</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics (SL)</td>
<td>4-7</td>
<td>MATH 1101</td>
<td>3</td>
</tr>
<tr>
<td>Further Mathematics (SL)</td>
<td>4-7</td>
<td>Goal 4</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics Studies (SL)</td>
<td>4-7</td>
<td>MATH 1101</td>
<td>3</td>
</tr>
<tr>
<td>Music (HL)</td>
<td>4-7</td>
<td>MUSC 1110 and MUSC elective</td>
<td>8</td>
</tr>
<tr>
<td>Music Composition (SL)</td>
<td>4-7</td>
<td>MUSC 1145</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy (HL)</td>
<td>4-7</td>
<td>PHIL 1110 and PHIL elective</td>
<td>8</td>
</tr>
<tr>
<td>Physics (HL)</td>
<td>4-7</td>
<td>PHYS 1030 (36)</td>
<td>4</td>
</tr>
<tr>
<td>Psychology (HL)</td>
<td>4-7</td>
<td>Goal 5; counts for two requirements</td>
<td>8</td>
</tr>
<tr>
<td>Social Anthropology (HL)</td>
<td>4-7</td>
<td>SOC 1100 and ANTH elective</td>
<td>8</td>
</tr>
<tr>
<td>Theatre Arts (HL)</td>
<td>4-7</td>
<td>Goal 6a; counts for two requirements</td>
<td>8</td>
</tr>
<tr>
<td>Visual Arts (HL)</td>
<td>4-7</td>
<td>ART 1100, ART elective</td>
<td>8</td>
</tr>
</tbody>
</table>

Educational credit for training (ACE/PONSI)
Inver Hills uses the American Council on Education’s National Guide to Educational Credit for Training Programs to determine whether students who participate in formal training will be awarded transfer credit. An official transcript of completed training is required for the evaluation.

Military education and experience
The American Council on Education’s Guide to the Evaluation of Educational Experience in the Armed Forces will be used to evaluate military education and experience. A copy of the student’s Report of
Transfer or Discharge (Form DD-214) and an official SMART or AARTS transcript are required for evaluation.

A maximum of 16 semester technical credits will be accepted as elective credits in transfer from military transcripts. General education credits satisfying the MnTC will be accepted beyond the 16-semester-credit maximum. Students may appeal for an evaluation of military credits believed to be equivalent to a specific program.

Inver Hills has an agreement with the University of St. Thomas allowing students enrolled full time at Inver Hills to take ROTC classes at the University of St. Thomas.

Prior Learning Assessment Program (PLA)

Students with a variety of work and life experiences have the opportunity to earn college credit for knowledge and skills they have gained outside of a formal classroom. A one-credit course (INTS 1011) is required prior to completing prior learning assessments. This course helps students reflect on their knowledge and skills and learn the processes for completing prior learning assessments.

Prior learning assessments can be evaluated in a variety of ways, such as testing, demonstration, written documentation, performance, and/or evaluator-student discussions.

Prior learning assessments are based on individual course outcomes and the credits earned are counted as meeting the 20-credit residency and college graduation requirements. Courses completed through PLA are recorded on the student transcript in the semester in which the student registers. An official grade of Pass or No Credit will be reflected on the transcript, and the student will receive other documentation that denotes grade equivalencies. Costs are listed on the Inver Hills website.

Inver Hills adheres to MnSCU policies and procedures on credit for prior learning and the Council for Adult and Experiential Learning (CAEL) national standards for awarding college credit for previous learning outside the classroom. Interested students should contact the Adult Success through Accelerated Programs (ASAP) office at (651) 450-3367 or asap@inverhills.edu.

Advanced Standing Credit

Agreements may exist between Inver Hills and area high schools that allow students to take college-level classes at the high school. Students who complete an approved course in high school may receive college credit for the course(s) by earning at least a grade of B- in each course for which they wish to receive college credit. Contact the Enrollment Center at enrollment@inverhills.edu or (651) 450-3503.

Credit by Examination (administered by Inver Hills faculty)

Students who have acquired knowledge and skills comparable to those obtained by completing a course may take an examination in some courses and, if passed, receive academic credit for that course. The Credit by Examination form and instructions for completing the process are available from administration in the Liberal Arts building. Before completing the form, students should consult with the appropriate instructor and academic dean to determine whether credit for a particular course can be earned through credit by examination. The instructor and academic dean will sign the form approving the credit by examination. This form is taken to the enrollment center along with the fee of $30 per credit. When the student has completed and passed the examination, the instructor will sign the Credit by Exam form and turn it into the Enrollment Center. Enrollment Center staff will process the form and record completion of the course on the student’s transcript. Courses completed by examination have a notation on the transcript with a grade of P (pass).

Credit by Examination (nationally recognized)

Inver Hills also will consider the Thomas Edison College Examination Program (TECEP), Excelsior examinations, New York University Foreign Language Proficiency (NYUFLP) examinations, National Occupational Competency Testing Institute (NOCTI) assessments, Defense Activity for Non-Traditional Education (DANTES), and DANTES Subject Standardized Tests (DSST). Official score reports for each of the above exam programs are required for transfer evaluation.

Credit Equivalency for IT Certification Exams

Inver Hills will grant credit equivalencies to the information technology courses listed based on certification exam results that meet the following criteria:

1. Exam is administered by Pearson VUE, Thomson/Prometric, Certiport or a future authorized industry certification testing company. Certification results are confirmed directly from certifying agent (e.g., Cisco, Microsoft, CompTIA) through mail, secure website or other means initiated by the certifying agent. The student is responsible for making arrangements to provide this documentation.

2. The certification exam is based on outcomes and objectives that correspond substantially to the content being taught in current courses. In cases where the current course content is based on technology that is substantially different from the certification exam taken by the student, credit will not be granted. Students may retake exams to qualify for credit equivalency.

3. In the case of certifications with expiration dates, the certification is not expired. In the case of individual exams or certifications without expiration dates, the exam taken is the most current version.

Due to constantly evolving industry certifications, specific exams no longer are listed in the course catalog with course equivalencies. A faculty member from the ETC department will review all credit equivalencies for ETC courses and determine whether the exam taken or certification obtained substantially corresponds to the course. A general guideline of common course equivalencies can be found on the ETC department website or by contacting one of the ETC instructors. Examples of certifications commonly accepted for course credit include the CompTIA A+, Cisco CCNA, CCNP and Microsoft MCITP and Microsoft Office Specialist tracks.

Registration

Students are responsible for correct and accurate registration. Students are liable for tuition and fees for all registered courses. Students must withdraw or drop their registration online or in writing at the Enrollment Center if they do not plan to attend Inver Hills or wish to withdraw once the term begins. Please note that course registrations will not be dropped for students who have applied for financial aid. Course registrations will not be dropped even if a student is not approved for financial aid. Deadlines and restrictions apply.

Registration will not be permitted for returning students with financial, library or academic holds on their records. Additionally, registration will not be permitted for students with financial holds at other MnSCU colleges or universities. It is the student’s responsibility to satisfy any
obligation to the college before registering or requesting transcripts. To register for more than 18 credits in a semester or more than 12 credits in a summer session, students must obtain authorization from an academic advisor or counselor. A student's total number of enrolled credits at all MnSCU system college and universities shall not exceed 22 in any semester. Non-degree seeking students may register for a maximum of 8 credits per semester.

For complete registration information, including registration dates and hours, see the online class schedule. New students will register online when they attend a new student advising and registration session. New students not wishing to apply to the college may register through non-degree seeking status.

Non-degree Seeking Students
This option is designed for students who are not seeking a degree or certificate, do not want financial aid and know the specific classes they want to take. Students wishing to enroll as non-degree seeking should select an educational intent of “complete courses” but not a degree, when applying online.

Non-degree seeking students:
- Are not eligible for financial aid or veterans benefits
- May not register for English or mathematics or courses without taking the assessment tests
- Are not provided with transfer evaluations
- Register without the assistance of an academic advisor or counselor
- May not complete an Inver Hills degree or certificate
- Must register during the open registration period and are not eligible for priority registration
- May register for a maximum of 10 credits per semester

Changing from non-degree seeking to admitted status
To change from non-degree seeking to admitted status, students should complete the steps for regular admission. Contact the Enrollment Center for additional information.

Senior Citizen Registration Policy
Senior citizens who are Minnesota residents and 62 years of age or older may register for credit courses on a space-available basis, beginning the second day of the term. The cost to senior citizens is $20 per credit plus student fees (except the student life fee). The $20 per credit charges are waived when a course is audited. Senior citizens who register before the second day of the term are required to pay full tuition and fees for all courses.

Criminal Background Study
A background study involves a review of specific records of the person being studied by the Department of Human Services. Routine background studies include a review of criminal history information maintained by the Bureau of Criminal Apprehension and records of substantiated maltreatment of vulnerable adults and minors from investigations completed by counties’ adult protection and child protection staff and by the Minnesota Department of Human Services and the Minnesota Department of Health. Additional records are also reviewed in some cases.

Students enrolled in some educational programs and courses will be required to complete a background study and receive background study clearance in order to complete the course.

- MN law requires that students who are placed in licensed facilities to provide direct contact services by educational programs must complete the MN Department of Human Services criminal background study and receive clearance.
- Some of the educational programs have specific courses that require that a student receive the background study clearance in order to be able to meet course or clinical agency requirements. In some instances the administrator may notify the student that further progression in the educational program is not feasible due to the background check status.
- Students who enroll in classes that require a background clearance and subsequently do not receive that clearance will not have the opportunity to pass the class and they will not qualify for a refund.
- Information related to criminal background studies can be found on the MN Department of Human Services website: mn.gov/dhs. Look for information on licensing and then background studies.
- Students that participate in Service Learning may need to complete a criminal background study. While the Service Learning department at Inver Hills Community College does not require background studies many of the Community Partners with which students work require background studies prior to students serving at their organizations. Students can determine whether or not a Community Partner requires a background study by going to inverhills.edu/LearningSupport/ExperientialLearning/CommunityBased/index.aspx. If you have further questions or need clarification about background studies and the Service-Learning program, please contact ServiceLearning@inverhills.edu.

Immunization Policy
All students who are registered for more than one class must show proof of current immunizations by the 45th day of the semester in order to register for the next semester. Minnesota Statute, Section 135A.14, requires that students enrolled in postsecondary schools provide documentation of immunization. However, students who were born in 1956 or earlier or have graduated from a Minnesota high school since 1997 are exempt. Home-schooled and students with a GED certificate must show proof of immunization.

Change of Registration (Adds and Drops)
Students have five business days from the first day of the term to add or drop individual classes. All adds or drops must be processed online and must be completed by the end of the fifth business day by 11:59 p.m., Central Time. This five-day period is called the “no-obligation period,” when students are able to drop classes with a full refund and without a W grade recorded on their transcript. For classes beginning after the first week of the semester, students have one (1) business day from the start of the class to add or drop from individual classes.

Adds
An add is any registration that adds a class to the student’s schedule. Adding includes initial registration, additional registration or substituting one class for another.

Drops
A drop refers to removing a class from the student’s schedule during the no-obligation period with a full refund and no notation on the student’s transcript.
Withdrawals

Withdrawals from classes any time after the no-obligation period results in a W grade on a student's transcript. Refunds only are given if students withdraw from all classes; there are no refunds for partial withdrawals. Refunds are prorated after the end of the no-obligation period; there are no refunds after the 20th business day of the term for regular classes. Additional restrictions and deadlines apply to classes that do not follow the full-semester schedule; see the college website and the current Registration Guide for withdrawal/refund information. All withdrawals after the fifth business day of the semester can be completed online, submitted in writing, sent via e-mail or fax, or completed in person at the Enrollment Center. A signature is required. The effective date for refund purposes is the date the withdrawal request is received by the Enrollment Center. Withdrawal from a class or classes after the fifth business day of the semester results in a W grade on the student's transcript. Students who simply stop attending classes remain registered for the class, may receive a grade of F or FN, and are fully responsible for any tuition, late fees or collection fees associated with that course. The last day to withdraw from a course is calculated as the day on which 80% of the course has elapsed. To view the last day to withdraw for a specific course, visit Courses and Registration in your E-Services account.

Withdrawal by military personnel

Inver Hills is in full compliance with MnSCU procedure 5.12.1, Active Duty with the Armed Forces. It is the policy of Inver Hills to provide assistance to members of any branch of the U.S. military who are unable to complete a semester due to having been called to active duty. The college will assist students to successfully complete their coursework whenever feasible and also provide other forms of assistance to students unable to complete their coursework.

Grades

Grades will be available on the web approximately three business days after the last day of final examinations. Students can access their grades on E-services at inverhills.edu. They also may obtain and print an unofficial transcript online. Students who need proof of successful completion of a course should contact the Enrollment Center.

Official transcripts

Inver Hills Community College has authorized the National Student Clearinghouse to provide transcript ordering via the web. You can order transcripts using any major credit card. Your card will only be charged after your order has been completed.

To order an official transcript(s), log into the National Student Clearinghouse secure website. A link to this secure site is available on the Inver Hills Community College website.

- The site will walk you through placing your order, including delivery options and fees.
- You can order as many transcripts as you like in a single session. A processing fee will be charged per recipient.
- Order updates will be e-mailed to you. You can also track your order online.

To request an official transcript in person, visit the Enrollment Center on the upper level of the College Center building. The fee for an official transcript is $7. A transcript request will be processed within two to three business days of the receipt of the request with payment included/authorized. If no holds exist on the student record, Inver Hills will automatically send official transcripts to other MnSCU colleges and universities where the student is enrolled or has applied for admission.

Tuition & Fees

Rates

Tuition and fees for each term are based upon the number of credits for which a student is enrolled. Tuition and fees are set by the Board of Trustees of the Minnesota State Colleges and Universities system and are subject to change without notice. Some courses or academic programs have differential tuition rates because of the increased cost of offering the courses or academic programs. Please refer to inverhills.edu for up-to-date tuition and fees rates.

Fees Included with Tuition

The following fees are set annually and may be found in the Registration Guide. They are charged on a per-credit basis and included in the tuition/fees rate.

- **Student life/activity fee**: This fee helps offset the costs of non-instructional student services and activities such as student clubs and organizations, student activities and recreational activities.
- **Health Service fee**: This fee helps provide high-quality, free or low-cost confidential health care and counseling for Inver Hills students and community members.
- **Technology fee**: This fee ensures that students have access to the technology critical to their academic and career success.
- **Parking fee**: The parking fee is assessed to all classes.
- **Student association fee**: A Minnesota State College Student Association fee is assessed for student-initiated programs.

Other fees

- **Personal property and service charges**: Some courses have special fees that are indicated in the current class schedule.
- **NSF fee**: When a check is returned to the college by the bank for insufficient funds, account closed or stop payment, an NSF fee will be assessed for each check. This applies to all checks written to the college.
- **Late fee**: A late fee is assessed if students pay tuition after specified payment deadlines. See the Registration Guide for current deadlines and information.

Drop for Non-Payment Policy

Students must pay or make payment arrangements for their tuition and fees by the due dates published on the college website and in the semester Registration Guide. Failure to pay or make arrangements to pay tuition and fees may result in courses being dropped for non-payment. Please note that course registrations will not be dropped for students who have applied for financial aid. Course registrations will not be dropped even if a student is not approved for financial aid. Students who do not intend to take courses during a given semester must officially drop their courses on their own before the start of the term.
Tuition Refund Policy
Students who drop or withdraw from their courses within the defined drop/withdraw periods may be eligible for a refund of tuition. The tuition refund policy can be found online at inverhills.edu/Registration/Refunds.aspx. Refunds for tuition paid online by credit card will be refunded according to the student's IHCC Access Card refund preference. Processing of course drops and withdrawals may take up to three weeks to process.

The effective date of a drop or withdrawal is the date the course is dropped or withdrawn online or the date the request is received by the Enrollment Center. Refund requests must be made within one year of the date the course(s) is dropped or withdrawn. The refund schedule is based on the policy adopted by the Minnesota State Colleges and Universities Board of Trustees. This policy can be found online at mns cu.edu/board/policy/512.html.

Tuition Waiver Policy
Students with extraordinary circumstances may appeal for a waiver of tuition. The student must complete the Student Appeal form as well as provide documentation of their circumstance. The president or designee may waive amounts due to the college for the following reasons:

- Employee benefit provided by a bargaining agreement
- Death of a student
- Medical reasons
- College error
- Employment-related condition
- Significant personal circumstances
- Military enlistment or deployment

Appeals received without proper documentation will be returned to the student or denied. Students seeking a tuition waiver are advised to meet with an academic advisor or counselor for assistance with the Student Appeal form and documentation. Waiver requests must be made within one year of the date the course(s) is dropped or withdrawn.

State Residency Requirements
The director of enrollment services/registrar will determine residency based on the residency policy in effect at the time the student applies to the college. See MnSCU board policy 2.2 on State Residency at mns cu.edu/board/policy/202.html for a complete listing of exceptions that may qualify a student for the resident tuition rate. Students who have been classified as non-residents may appeal eligibility for the resident tuition rate by demonstrating domicile in Minnesota before the beginning of any semester. It is the student’s responsibility to prove domicile for the purpose of receiving the resident tuition rate. Students who are interested in appealing for the resident tuition rate must complete the Resident Classification Request form and provide all necessary documentation. The Resident Classification Request form can be obtained online or from the Enrollment Center. The director of enrollment services/registrar will make a determination on the appealer’s request within 14 days of receiving the form and supporting documentation.

Reciprocity for Wisconsin, North Dakota, South Dakota
Reciprocal tuition agreements exist between Minnesota and Wisconsin, Minnesota and North Dakota, Minnesota and South Dakota, and Minnesota and Manitoba. Residents of these states must apply for reciprocal tuition by submitting an application to their respective coordinating councils for higher education. This takes approximately six weeks to process. For more information and reciprocity forms, see www.ohe.state.mn.us.

Agreements with other states
Nonresident students from Kansas, Michigan, Missouri and Nebraska receive a discount from out-of-state tuition rates if they qualify for the Midwest Student Exchange Program. For more information and reciprocity forms, see www.ohe.state.mn.us.

Financial Aid

Availability of Financial Aid
The financial aid program at Inver Hills provides financial assistance to eligible students whose personal and family resources are insufficient to meet the minimum expense of attending college. Whenever possible, the college will attempt to meet a part of each student’s financial need through a combination of grants, scholarships, loans and/or employment. Program descriptions and applications are available from the Financial Aid office. Students must have a high school diploma or GED certificate in order to receive financial aid at Inver Hills. Students may not receive financial aid at two colleges at the same time.

Aid based on financial need (full- and half-time students)
Financial need is determined from a student’s own income and assets and those of their family. Students can apply online at fafsa.ed.gov. If a student is eligible for need-based aid, Inver Hills will help the student create a financial aid package that may include:

- Grants (do not usually have to be repaid)
- Loans (must be repaid)
- Work-study (part-time jobs on campus)

Financial aid for students with fewer than six credits
Financial aid may be available for students who plan to take fewer than six credits per term. Contact the Financial Aid office for more information and an application.

Non-need-based aid
Several loan programs are available to students at almost any income level. Students must apply for need-based financial aid before applying for these special programs.

Campus employment
A number of employment opportunities are available on campus. Contact the Financial Aid office for current openings.

Financial Aid office
Phone: (651) 450-3518
E-mail: finaid@inverhills.edu
Student Financial Aid Programs

Grants

Federal Pell Grants
Federal Pell Grants are awards of $598 to $5,815 per year based on financial need. Students apply through the Free Application for Federal Student Aid (FAFSA). Eligibility is based on financial need and enrollment.

Federal Supplemental Educational Opportunity Grant (FSEOG)
Allocation of funds is at the discretion of Inver Hills, and the awarding of funds is based on need and application date. Award amounts vary up to $800. Students apply through the FAFSA. Students must be Pell-eligible to receive an FSEOG.

Minnesota State Grant/Minnesota Dream Act
This is a state program based on financial need. Students apply for this grant by using the FAFSA. This grant is available for fall and spring semesters. Students must apply 14 days prior to the term to receive the grant.

Minnesota Post-Secondary Child Care Grant Program
This state program was established to provide child care assistance to Minnesota residents wishing to attend an institution of higher education. To be eligible, students may not be receiving TANF/ MFIP. For students who meet eligibility guidelines, the maximum grant is $2,800 per child for each academic year. Eligibility is based on household size and income, and students must submit a FAFSA. Applications are available in the Financial Aid office.

Student Loans

Federal Stafford Loan (subsidized)
The Federal Stafford Loan is a federal loan that offers freshman students (under 30 semester credits earned) up to $3,500, and sophomores (30 semester credits or more earned) up to $4,500. The interest rate on this loan varies annually, but is capped at 8.25 percent. Eligibility for the Subsidized Stafford Loan is based on financial need; therefore, some students may not be receiving TANF/ MFIP. For students who meet eligibility guidelines, the maximum grant is $2,800 per child for each academic year. Eligibility is based on household size and income, and students must submit a FAFSA. Applications are available in the Financial Aid office.

Federal Stafford Loan (unsubsidized)
Students who do not qualify for a maximum Subsidized Stafford Loan may borrow funds through the Unsubsidized Stafford Loan program. Eligibility for this loan is not based on financial need. The interest rate is the same as that of the subsidized Stafford Loan, but interest accrues and must be paid while the student is in college and during the grace period and repayment periods. These funds must be repaid.

Federal Parent Loan for Undergraduate Students (PLUS)
With a federal Parent Loan for Undergraduate Students (PLUS), parents of a dependent student may borrow funds to pay for the student’s educational expenses. Family income is not taken into consideration; therefore, the program is open to almost any family who qualifies based on credit. Parents can borrow up to the cost of education, less other financial aid received. The interest rate is variable, not to exceed 9 percent. Repayment begins immediately. To determine eligibility, the student must apply for federal financial aid using the FAFSA. Funds are made in multiple disbursements and given to parents after tuition and fees have been paid. These funds must be repaid.

Student Educational Loan Fund (SELF)
The state of Minnesota provides the Student Educational Loan Fund (SELF) through the Minnesota Higher Education Services Office. The loan is a variable interest rate loan. The interest is subject to change throughout the life of the loan. Students have a maximum eligibility of $6,000 each year for their first and second years of college. This loan requires a credit-worthy co-signer. Students must have their eligibility for federal and state financial aid determined before they can be considered for a SELF loan. These funds must be repaid.

Work-Study Programs

Federal Work-Study (FWS)
The Financial Aid office awards Federal Work-Study (FWS) funds to students interested in working to help meet their financial need through on-campus work-study jobs. Students are paid an hourly wage and provided the number of hours that they work. Students receive only that portion of the award they earn. If a student earns more than he/she has been awarded, other aid will be reduced. Students must apply for federal financial aid in order to be considered for FWS and must be enrolled for a minimum of six credits each term.

State Work-Study (SWS)
The Financial Aid office awards State Work-Study (SWS) funds to students interested in working to help meet their financial need through on-campus work-study jobs. Students are paid an hourly wage and provided the number of hours that they work. Students receive only that portion of the award they earn. If a student earns more than they have been awarded, other aid will be reduced. Students must apply for federal financial aid in order to be considered for SWS and must be enrolled for a minimum of six credits each term.

Institutional Work-Study (IWS)
Institutional Work-Study (IWS) funds are Inver Hills funds used to employ students. These funds are very limited and must be approved by an administrator. Students must have applied for federal financial aid to be considered.

Scholarships
For information on Inver Hills scholarships, visit the Career Development Center or the Foundation office.

Refund/Earned Aid Policy
The federal formula requires a return of Title IV aid if the student received federal financial aid and withdrew or stopped attending all classes on or before completing 60% of the semester. The percentage of Title IV aid to be returned (that which is unearned) is equal to the number of calendar days remaining in the semester divided by the number of calendar days in the semester. Scheduled breaks of more than four consecutive days are excluded.

The responsibility to repay unearned aid is shared by the institution and the student in proportion to the aid each is assumed to possess. The institution’s share is allocated among the Title IV programs, before
the student's share, in the following order: Federal and Federal Direct Unsubsidized Stafford Loan, Federal and Federal Direct Subsidized Stafford Loan, Federal and Federal Direct PLUS Loan, Federal Pell Grant and Federal SEOG. Any remaining unearned aid is the responsibility of the student, must be collected from the student, and then allocated among the Title IV programs in the order indicated above.

IHCC will calculate and return its share of unearned Title IV funds and notify the student no later than 30 days after it determines that the student withdrew and return the funds within 45 days. Students return their share of unearned aid attributable to a loan under the terms and conditions of the promissory note. IHCC may allow the student to repay unearned aid attributable to a grant under a payment arrangement satisfactory to IHCC. However, the student is not responsible for returning funds to any grant program to which they owe $50 or less.

If the student who totally withdrew (officially or unofficially) from classes received State financial aid funding (including State Grant, Child Care Grant, SELF Loan, Safety Officer's Survivor's Grant, Indian Scholarship, ACHIEVE Scholarship, and Learn and Earn), a portion of the unearned funds must be returned if the total withdrawal took place within the first 20 business days of the semester (full semester classes).

**Satisfactory Academic Progress**

In accordance with the U.S. Department of Education Regulations (Public Law 94-482) and MnSCU Board Policy 2.9, the Financial Aid office at Inver Hills has established the minimum standards of progress for financial aid recipients of federal and state financial aid programs. The purpose of the Satisfactory Academic Progress policy is to ensure that financial aid recipients are attending Inver Hills to receive an education and not only to secure financial aid funding. To view the current policy, visit inverhills.edu/Policies/pdfs/Academic/2.9SAP.pdf.

**Applying for Financial Aid**

Students should complete the following steps to apply for financial aid from Inver Hills:

1. Apply for admission and declare an eligible program of study. This enables Inver Hills to establish a computer file for each student.
2. Fill out the FAFSA. Students may access the application on the web at fafsa.ed.gov. This form will be used to award federal and state aid. Students may also obtain and complete the paper version, but filing online is faster for students. The college code for Inver Hills is 006935.
3. Students will receive a Student Aid Report (SAR) approximately six weeks after filing the FAFSA. Students should review the SAR and notify the Financial Aid office immediately if the report contains errors.
4. Students should respond quickly to any request(s) for additional information from the Financial Aid office.
5. The student will receive notification by e-mail when their award letter is ready to be viewed online using their e-services account. The online award letter will indicate the amount and types of aid he/she is eligible to receive. The student will be provided with all necessary information regarding applying for a student loan in the award letter.
Inver Hills provides students with a wide range of services that are intended to supplement, reinforce and extend learning that occurs within the curriculum. The college is committed to providing opportunities for intellectual and social growth both inside and outside the classroom.

Assessment Center
(651) 450-3683; College Center – second floor
Inver Hills uses a computerized assessment inventory developed by the College Board to provide information about students’ skills in reading, writing and mathematics. These assessments are required and are used to place students into appropriate mathematics, English and reading-based courses. Some students are exempt from taking the assessments and should inquire about potential exemptions prior to course registration. All items on the assessments are multiple choice. There is no fee for students taking the assessments, and results are valid for two years.

Bookstore
(651) 450-3533; College Center – lower level
The Inver Hills Bookstore is the source for required and recommended course materials and supplies both in the store and online at ihccsbookstore.com. There are designated dates for textbook returns. At the end of each term, the bookstore conducts a book buy-back. Students may be able to sell their used books, depending on projected need for those texts in the future. Contact bookstore staff for information on hours of operation, return policy and dates, and book buy-back dates and times. Additional items available for purchase in the bookstore include reference and general books, Inver Hills apparel, backpacks, greeting cards and stationery, gift items, computer software, health and beauty items, stamps, bus cards, candy, soda, snacks, prepaid phone cards, and UPS and fax services.

Campus security
(651) 450-3711; Escorts
The college is deeply committed to ensuring the personal safety and well-being of the entire college community. Personnel have been employed to accomplish this objective, including an evening escort service for students and staff. Students can request an escort by calling 651-450-3711. Campus crimes and emergencies should be reported immediately to the campus Public Safety Department by calling 651-450-3711.

Center for Experiential Learning
(651) 450-3683, cel@inverhills.edu; College Center – second floor
The Center for Experiential Learning empowers students through collaboration with campus, community and industry partners to promote, develop and implement experiential learning through community-based learning, volunteerism, academic internships, career exploration and preparation and other engaged learning experiences.

Career Services
The CEL staff helps students explore careers and industries to determine the right major for them by providing opportunities through connections with professionals, tours, industry networking events, and speakers to gain exposure and develop student career and professional self. Students can also prepare for employment and internship experiences related to their major through resume and interviewing preparation, portfolio development, networking and our online job posting system College Central Network (collegecentral.com/inverhills). Setting up an account will give students access to jobs, internships, and volunteer opportunities.

Internships
Students can gain off-campus, structured, work experiences that directly relate to their major. Internships help students apply their learning, receive direct supervision and feedback, opportunity to develop references, build mentoring relationships and clarify their career and personal goals. The CEL staff assists with identifying internship site options and educates students on the process and getting the most out of an internship.

Community-based Learning
Students will apply what they are learning in the classroom to a real-world setting. Through work in and with the community, students are able to see how the skills they’ve learned apply to real-life situations and work to create real change in schools, cities, government and non-profit agencies in the area.

Counseling, Advising and Career Planning
(651) 450-3508; College Center – second floor
The Counseling and Advising Center offers access to an expanded range of academic and career services in one convenient location in the north section of the College Center's second floor.

Counseling
Counselors provide confidential assistance to students with the many important personal issues they may face during college. Counseling services include individual appointments, crisis interventions and referrals. In addition to personal support and encouragement, IHCC counselors also provide academic advising, career counseling. Mobile Pantry intake as well as teach student success courses. To schedule an appointment with an Inver Hills counselor, students can call 651-450-3508 or stop by the Counseling and Advising Center. You may also access a counselor by e-mailing counseling@inverhills.edu.

Academic advising
Academic advisors and counselors assist students in establishing and achieving academic plans that include associate degree, career certificate and specific transfer program completion. Academic advising is available to assure that courses fulfill each student's
students. The office also serves as a support and resource for students
programming and functions as a campus-wide resource on diversity and
origin and religion. The Center for Diversity and Equity provides cultural
sexual orientation, socioeconomic background, age, disability, national
integrating individuals who represent different race, ethnicity, gender,
Inver Hills is strongly committed to excellence by including and
(651) 450-3754; College Center – lower level

• Can fully participate in college sponsored events and activities
• Can utilize academic support and other services
• Can fully participate in college sponsored events and activities

Disability Services
(651) 450-3884; College Center – second floor
The Disability Services Office is dedicated to providing access to our
diverse student body. We recognize disability as a social identity that is a
vital element of our campus community. Furthermore, we are committed to
providing equal access and opportunity to all qualified students
with disabilities. The Disability Services Office supports students with
disabilities by insuring that they:
• Have equal access to educational programs and college courses
• Can obtain materials and publications in alternate formats
• Can utilize academic support and other services
• Can fully participate in college sponsored events and activities

Diversity and Equity Resources
(651) 450-3754; College Center – lower level
Inver Hills is strongly committed to excellence by including and
integrating individuals who represent different race, ethnicity, gender,
sexual orientation, socioeconomic background, age, disability, national
origin and religion. The Center for Diversity and Equity provides cultural
programming and functions as a campus-wide resource on diversity and

Career planning
Counselors provide career exploration and planning assistance to all Inver Hills students. Services include individual appointments, programming through the Counseling and Advising Center, a one-credit Career Exploration & Planning course (CRDV 1100), interest assessments and non-credit workshops. The Counseling and Advising website has links to several career planning online resources. To schedule an appointment with an Inver Hills counselor, students can call 651-450-3508 or stop by the Counseling and Advising Center. You may also access a counselor by e-mailing counseling@inverhills.edu.

Transfer Services
Located within the Counseling and Advising Center, the Transfer Center provides a variety of resources and services for students intending to transfer from Inver Hills to another college or university. Students can obtain transfer guides, attend workshops and create an academic transfer plan with a counselor or advisor. Transfer Representatives are frequently on campus and students are encouraged to meet with them several semesters prior to transferring. The Counseling and Advising Center has extensive print academic advising materials. In addition, students are strongly encouraged to access the resources on the Transfer Resources page on the Counseling and Advising website. Students are also encouraged to frequently view the Transfer bulletin board for postings, located in the Counseling and Advising Center.

Insurance
(651) 450-3524
Students are encouraged to provide for the coverage of their medical and
dental care costs. Inver Hills offers a student illness and injury policy that is endorsed by MnSCU. Enrollment materials are available at the Health Service. International students attending IHCC must purchase the MnSCU-approved policy.

I. T. Service Desk
(651) 450-3444; I. T. Center
Audio-visual equipment and services are available for students to use on campus for most classroom presentations and club events. All services
are provided on a first-come, first-served basis. All reservations and requests must be made one working day in advance to allow staff to schedule the delivery and setup of any equipment. A list of services is available from the I.T. Service Desk.

Learning Center
(651) 450-3629; Library building – second floor
Hundreds of individuals participate each semester in the free services offered through the Learning Center including Peer Tutoring, the Math and Writing Centers. As a result, the academic success of Inver Hills students is enhanced as they pursue their educational, workforce training and lifetime goals. Please call the Learning Center for updated hours of operation and additional information on the programs and services offered.

Library
(651) 450-3625; Library building – lower level
The Inver Hills Community College Library offers a variety of services to students. Materials for checkout include books, eBooks, periodicals and media. Course reserve materials may be used in the library; photocopiers are available. Currently enrolled Inver Hills students may request materials from other libraries through interlibrary loan at no charge. Students have access to a variety of electronic article, eBook reference, and streaming video databases; a valid StarID or library barcode is needed for off-campus use of electronic resources. Reference and research services are available in person, by telephone, via e-mail or IM chat, accessible from the library website at https://www.inverhills.edu/library/.

Lost and Found
(651) 450-3500; College Center – second floor
Lost and found items should be turned in and claimed at the Welcome Center – second floor. College Center – second floor
Lost and found items should be turned in and claimed at the Welcome Center. At the end of the semester, remaining items are donated to charity.

Math Center
(651) 450-3895; Library building – second floor
The Math Center provides assistance in all levels of mathematics. One of the goals of the Math Center staff is to reduce the anxiety associated with mathematics by offering students an inviting and comfortable place to do their math homework. Math faculty and paraprofessional staff are available to answer questions and provide appropriate assistance to students experiencing difficulties with math.

Outdoor Rental Center
(651) 450-3529; Activities building – lower level
The Outdoor Rental Center offers outdoor recreation and camping equipment at reasonable rates. Student and staff ID and payment are required to reserve equipment. Community members are required to pay a deposit fee, a community member rental rate, and must provide a driver's license and credit card.

Parking
Ample parking is available on campus for students, staff members and visitors. Well-defined parking regulations are in effect and are enforced by the Inver Grove Heights Police Department. Reserved parking is available in the Liberal Arts and Fine Arts parking lots; a permit is required. Those with state of Minnesota handicapped parking certificates may park in the College Center, Fine Arts or South parking lots.

Peer Tutoring
(651) 450-3693; Library building – second floor
Peer tutoring provides free scheduled, weekly tutorial assistance for Inver Hills students. Peer tutors are available for a wide variety of courses, including but not limited to math, English, sciences, social sciences, humanities and foreign languages. Peer tutors focus on assisting students to become more independent learners.

Student Bulletin
Students are encouraged to read each week's edition of the Student Bulletin, the college's official source for academic reminders, notices and annoucements of activities on campus. The Student Bulletin is placed in racks at the entrances of all campus buildings, posted online at studentbulletin.inverhills.edu and is sent to all students via e-mail.

Transportation
(651) 450-3542
The use of ride share and public transportation is available to Inver Hills students. An MTC bus information center is located on the second floor of the Liberal Arts building and in the College Center building at the Information Center. Bus passes are sold in the bookstore. Inver Hills will assist students in organizing ride share groups. Car pool information is posted on a bulletin board in the lower level of College Center.

Veteran Services
(651) 450-3862; College Center – second floor
Inver Hills acts as a liaison with the Veterans Administration for individuals who wish to use their veteran benefits to attend college. The college also has a Veteran Resource Center, which provides information and resources for current military members and veterans, as well as military families, friends and community members. The Center can help with the readjustment to civilian life through peer support, networking and camaraderie. Contact the Veteran Services office for more information.

Work-Study Program
Working up to 20 hours per week in a department on campus is an option chosen by many students. For eligible students, work-study combines convenience, flexible scheduling and the opportunity to gain valuable paid work experience in a business setting. See the Financial Aid section of this catalog for more information on work-study.

Writing Center
(651) 450-3998; Library building – second floor
The Writing Center provides assistance in all phases of the writing process to students in any class. Writing Center tutors help students with pre-writing, drafting, editing, proofreading, and reading and study skills on a walk-in basis or by appointment.
**Campus Life**

Inver Hills provides students with a wide range of activities designed to enrich the educational experience. The college is committed to presenting opportunities for intellectual and social growth both inside and outside of the classroom. Being involved in campus activities is a great way to meet friends, develop leadership skills and to have fun while attending classes. Inver Hills offers a variety of student activities, clubs, organizations, performing arts activities and intramural sports for the student body. To learn more, visit [inverhills.edu/StudentLife](http://inverhills.edu/StudentLife), call (651) 450-3530 or stop by CC-116.

**Clubs and Organizations**

(651) 450-3530; College Center 116

Find your voice and serve the student body. Join a multicultural student organization to build community, and find your individual voice at the same time. Try a new activity to quench your curiosity and stretch your abilities. With a full slate of student life activities available, there are a variety of ways for you to be involved and to take your education beyond the classroom. Visit the Inver Hills Student Life website at [inverhills.edu/StudentLife](http://inverhills.edu/StudentLife).

**Cultural Arts**

(651) 450-3582

**Music**

Students have several music performance opportunities at Inver Hills, through the choir and African Drum Ensemble. Contact the Music Department or Student Life office for current offerings, both for-credit and not-for-credit.

**Theatre**

Major theatre productions are staged by the Theatre department and located in the Fine Arts Theater — one in fall semester and two in spring semester. Open auditions are held prior to rehearsals for anyone interested; no experience is necessary. Students may participate in all aspects of the theatre, including acting, stage management, box office and technical work.

**Recreational Sports and Activities**

(651) 450-3529; Activities building, lower level

The Recreational Sports and Activities department offers a comprehensive program of quality recreation and wellness activities. Activities include intramural, extramural and club sports competition, such as basketball, volleyball, softball, tennis, flag football, golf, soccer, weight lifting and ice hockey. The campus fitness center houses weight machines, stationary bikes, Stairmasters, treadmills and a weight room. The Outdoor Rental Center has equipment to rent for your outdoor recreation needs, camping, hiking, watercraft (canoes & kayaks) and winter cross country ski packages, snow shoes and winter sleeping bags

**Student Senate**

(651) 450-3652; College Center 136

Student Senate represents the student body at Inver Hills, providing a cohesive and unified voice for students to interact with the college administration and local, state and federal governments. Meetings typically are 1 hour in length. Attend as much as you can; all students are welcome. Take advantage of your chance to shape the future of your educational experience and find out what Student Senate does for you.
Student Rights and Responsibilities

Student Code of Conduct
Inver Hills expects all students to exemplify the behavior of responsible members of a civil and educated community. The college sets high expectations for scholarship and conduct through the Student Code of Conduct, Academic Integrity Policy, Acceptable Use of Technology and related policies. The standards of behavior are consistent with the educational mission of the college.

Rules for student conduct are consistently enforced in order to maintain an environment that is conducive to learning and personal well-being. The guiding principle of college policies is student responsibility and accountability for their actions.

The full Student Code of Conduct, including conduct rules, possible sanctions, and investigation procedures, can be obtained from the dean of students and found on the college policy web page at inverhills.edu/policies.

Sexual Violence and Harassment Policy
Sexual violence is an intolerable intrusion into the most personal and private rights of an individual, and is prohibited at Minnesota State Colleges and Universities. MnSCU is committed to eliminating sexual violence in all forms and will take appropriate remedial action against any individual found responsible for acts in violation of this policy. Acts of sexual violence may also constitute violations of criminal or civil law, or other board policies that may require separate proceedings. To further its commitment against sexual violence, MnSCU provides reporting options, internal mechanisms for dispute resolution and prevention training or other related services as appropriate. To view the full policy, visit inverhills.edu/policies.

Acceptable Use of Technology

Provision of services
Inver Hills provides IT resources in support of its mission to continuously improve student understanding and capabilities that lead to purposeful lives, contribute to a vital community and pursue lifelong learning. As an institution of higher education, the college intends to provide the community with open and unrestricted avenues of communication as long as such use is in compliance with state and federal laws, other Inver Hills policies and MnSCU policies. The college reserves the right to summarily limit or suspend access to facilities, equipment and services, as necessary, to comply with applicable laws, to protect the interests of Inver Hills and other members of the community, and to preserve the integrity and performance of IT systems.

Priority of use
While the college does not strictly limit the use of IT services, activities related to the college’s educational mission take precedence. Use of IT resources for personal or recreational activities may be limited by the college.

Rights and obligations
All users are responsible for using Inver Hills IT resources in an appropriate manner. All applicable laws, statutes and policies related to personal behavior apply to electronic communications. Such laws and policies prohibit, among other things, lewd or indecent conduct, threat of physical harm, stalking, forgery, disruption of college services, damaging or destroying property, discrimination and sexual harassment. All users are expected to respect the integrity of all security controls and abide by all security measures that have been implemented, as well as adhere to all end-user license and contractual agreements associated with Inver Hills IT resources.

All users of IT resources are expected to abide by the full current version of this policy. The full current version of this policy statement is available on the college’s Policy web page at inverhills.edu/policies.

Drug & Alcohol-Free Campus
Inver Hills’ Student Code of Conduct, as well as federal law, prohibits the unlawful possession, use or distribution of drugs and alcohol by any member of the college community on college premises or during any college-sponsored activity, either on or off campus. Failure to comply with these laws may make Inver Hills and its students ineligible to receive federal funds or financial assistance. Education programs in the areas of alcohol and drug abuse are available on campus. Referrals to counseling and health agencies will be made for anyone needing rehabilitation or treatment. Measures of rehabilitation may be required for continued association with the college. All employees and students are expected to abide by the conditions outlined in the college’s Drug & Alcohol-Free Campus policy. Inver Hills will take disciplinary action against any person associated with the college who transgresses this policy. Complete copies of the student code of conduct can be found on the college policy web page at inverhills.edu/policies.

Tobacco Policy
Inver Hills is committed to creating a clean, safe and healthy learning and working environment, and recognizes its responsibility to promote the health, welfare and safety of students, staff and others on college property.

Effective Aug. 17, 2011, Inver Hills became tobacco-free. Therefore, Inver Hills adopts the following policy and procedures: tobacco use will be limited to private vehicles and designated college parking lots. The full Tobacco Policy can be found on the college policy web page at inverhills.edu/policies.
Firearms Policy
No person is permitted to carry or possess a firearm on Inver Hills property except as permitted in the Firearms Policy, found at inverhills.edu/policies. This restriction does not apply to licensed police officers when assigned by the college or university to public safety duties.

Parking Policy
Paid parking is available to all Inver Hills students, staff, administration and faculty. Parking is generally prohibited on college property between 11 a.m. and 5:30 p.m. Full parking and traffic regulations and penalties are listed at inverhills.edu/policies.

Visitors and Animals on Campus
Visitors (including children) are not allowed to accompany students to classes or work-study assignments unless their presence is part of a scheduled activity. Children may not be present on campus unless they are under direct adult supervision. If a child’s behavior becomes disruptive to the learning environment, the adult will be asked to remove the child from the premises. With the exception of service animals required to assist individuals with disabilities, animals are not allowed on campus or at college-sponsored events. Failure to comply with this request may result in administrative sanctions.

Access for Individuals with Disabilities
Inver Hills is in compliance with Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112), the Americans with Disabilities Act (ADA) and MnSCU Board Policy 1B4 (mnsedu.edu/board/policy/1b04.html).

Section 504 prohibits discrimination on the basis of a disability and requires that persons with disabilities are afforded the ability to participate fully in educational programming and related activities. The ADA ensures that college courses, educational materials and activities sponsored by the college are accessible to individuals with disabilities. It is the policy of the college to respond promptly to a request for reasonable accommodations, and if the accommodation is denied, to provide an opportunity for appeal.

The Disability Services Office serves as the first contact for students who are requesting reasonable accommodations. The office is located on the second floor of the Library Building. To contact this office, call (651) 450-3884. Calls also can be routed through the Minnesota Relay Service, (800) 627-3529.

A student who has been denied accommodation may appeal to the dean of students in writing. The dean of students shall issue his/her decision, in writing, within 10 working days of receipt of the appeal, and mail copies of his/her decision to the student, and the Disability Services Office. The college will make efforts to expedite the appeals process in cases where a more timely response is important.

Religious Observances and Beliefs
In accordance with federal and state laws, Inver Hills is committed to a policy of free expression and respect for the diversity of beliefs, including religious observances, among our academic community. It is the policy of the college to provide reasonable accommodations for students when religious beliefs and/or observances conflict with classroom activities or course requirements.

It is the responsibility of students to notify instructors of the need for accommodation at the beginning of the course or as soon as a situation arises. If a mutually agreed accommodation is not made, a student may initiate a complaint. The procedure for filing a complaint is described in the catalog and on the Inver Hills website. The complaint must be filed within 15 days of a denied accommodation request.

Nondiscrimination in Employment and Education Opportunity
Inver Hills Community College is committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity or gender expression. In addition, discrimination in employment based on membership or activity in a local commission as defined by law or familial status is prohibited.

Harassment of an individual or group on the basis of race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, gender expression or familial status is prohibited. Sexual violence has no place in a learning or work environment. Further, Inver Hills Community College shall work to eliminate violence in all its forms.

Complaints of acts of discrimination or harassment by students:
Wendy Robinson, Title IX Gender Equity Coordinator College Center Room 224, 651-450-3692, wrobins@inverhills.edu

Complaints of acts of discrimination or harassment by employees:
Suzanne Brusoe Liberal Arts Room 217, 651-450-3672, sbrusoe@inverhills.edu

Accommodations for disability:
Randi Goettl, Director of Disability Services Library 207, 651-450-3884, disabilityservices@inverhills.edu

Appeals
Appeal process
Appeals are requests for an exception to a college policy or procedure when extenuating circumstances have occurred. Documentation is required. It is highly recommended that students meet with a counselor or academic advisor before completing any appeal. After one year, appeals for refunds are not considered. A list of types of appeals and who reviews them is below. The forms can be found at inverhills.edu/CollegeForms. All completed appeals and documentation should be turned in to the Enrollment Center in the College Center building or faxed to (651) 450-3677.
I want... | Person reviewing request
--- | ---
A degree requirement waived | Academic deans
A transcript review | Director of enrollment services
An exception to registration time lines | Director of enrollment services
Financial aid | Director of financial aid
To be admitted to the college | Director of enrollment services
To be admitted to a program (Nursing, EHS, CNT) | Academic deans
To be readmitted because I was suspended | Director of enrollment services
To drop or withdraw from a course after the deadline | Director of enrollment services
To graduate, but do not qualify | Director of enrollment services
To receive financial aid after being suspended | Director of financial aid
To substitute one course with another | Academic deans
Transfer credit that was denied | Director of enrollment services

Final appeals
Students may final appeal the decision to deny a previous appeal if they believe the decision was unfair or based on incomplete information. The final appeal must be filed within 10 business days of denial of the original petition. The final appeal will then be forwarded to the appeals committee, which consists of three members. The appeals committee will render its decision within three weeks. The committee's decision is final. Obtain the Final Appeal form from the Enrollment Center and attach a copy of the original appeal and additional documentation or evidence in support of the appeal. Once the form is completed and documentation is attached, return it to the Enrollment Center.

Student Complaint and Grievance
In accordance with MnSCU Board Policy 3.8, a student has the right to seek remedy for a dispute or disagreement through the Inver Hills complaint and grievance procedures. These procedures shall not:
- Substitute for other complaint/grievance procedures specified in MnSCU Board or Inver Hills policies or procedures, regulations or negotiated agreements.
- Apply to academic grade disputes. Grade appeals must be handled under college policy 3.85 (Grade Appeal Policy).
- Apply to Student Code of Conduct violations. Code of Conduct violations will be handled under college policy 3.6 (Student Code of Conduct).

The full complaint and grievance policy and procedures can be found on the college policy web page at inverhills.edu/policies.

Student Data Practices
MnSCU complies with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g, 34 CFR 99; the Minnesota Government Data Practices Act, (MGDPA) Minn. Stat. Ch 13, Minn. Rules Ch 1205; and other applicable laws and regulations concerning the handling of educational data. Accordingly, Inver Hills has adopted Student Data Practices policy and procedures consistent with federal, state and MnSCU policy. The full Student Data Practices policy and procedures can be found on the college policy web page at inverhills.edu/policies.

Electronic Signature Policy
Inver Hills recognizes an electronic signature as a valid signature from faculty, staff and students. Students use electronic signatures to register, check financial aid awards, pay student bills, obtain unofficial transcripts, update contact information, log into campus computers, complete forms, etc. Faculty and staff use electronic signatures for submitting grades, completing administrative forms, logging on to campus computers, accessing protected data through custom web applications provided by the college, etc.

The full Electronic Signature Policy can be found on the college policy web page at inverhills.edu/policies.

Use of E-mail for Official Communication
Inver Hills has designated e-mail as the official means of communication with students, faculty and staff regarding topics of an academic or administrative nature. The student provided e-mail address on file with Inver Hills will be the only address used when sending official communication via e-mail. Students are responsible for all information sent to their email account on file with Inver Hills Community College.

Students are also responsible for maintaining an accurate and active e-mail address on file through their student eServices account.

Course and Assignment Grades
Course and assignment grades and transcripts are an essential element of student records, and the following supplemental policies shall govern these records at Inver Hills:
- Instructors will take care not to reveal individual student grades. If grades are posted at a location accessible to all students, no personal identification — including name, Student ID, social security number or any part of those identifiers — may be used in conjunction with posted grades.
- Student grades will not be revealed over the phone or by e-mail.
- All requests for transcripts must be submitted via the National Student Clearinghouse.
**Academic Policies**

**Grading Symbols and Descriptors**

- **A** . . . . 4.00 Denotes superior achievement
- **B** . . . . 3.00 Denotes above-average achievement
- **C** . . . . 2.00 Denotes average achievement
- **D** . . . . 1.00 Denotes below-average achievement
- **F** . . . . 0.00 Denotes failure to achieve

- **FN** . . . 0.00 Denotes failure for lack of attendance
- **U** . . . . 0.00 Denotes a college-initiated withdrawal
- **I** . . . . Denotes incomplete work
- **W** Denotes withdrawal from class after the fifth class day of the semester through the published withdrawal deadline. Withdrawal dates for courses with beginning and ending dates that differ from the regular semester calendar will be specified in the class schedule.

- **P** Denotes achievement in a course at the level of “C” or higher. Credits with a grade of P will count toward graduation but will not be used in computing grade-point average.

- **NC** Denotes no credit granted.

- **AU** Denotes audit or registration for a class without the intention of earning credit.

- **Z** . . . In Progress; denotes in-progress concurrent enrollment.

Grades of NC, I, W, P, AU, and CC are not considered in determining grade-point average. All developmental courses — courses numbered below 1000 — are graded on a scale of A-B-C-D-NC.

**Grade Point Average (GPA)**

Grade point average (GPA) is the quotient of the student’s grade-point total divided by the number of grade-point credits attempted. Four grade points are awarded for each credit of A, three points for each credit of B, two points for each credit of C and one point for each credit of D. No points are awarded for F, FN or U. To compute grade-point average, add up the total number of grade points earned and divide by the number of credits attempted. For example:

- **3-credit course, A grade = 12 grade points (3 cr x 4 grade points for each credit of A)**
- **3-credit course, B grade = 9 grade points (3 cr x 3 grade points for each credit of B)**
- **3-credit course, C grade = 6 grade points (3 cr x 2 grade points for each credit of C)**
- **Total of 27 grade points; divided by 9 credits attempted; GPA is 3.00**

**Grading Options and Grade Changes**

**Pass/fail grade**

A student may elect to take a course with this approved option on a pass/fail (P/F) grading basis by contacting the instructor before the fifth business day after the start of the course. If the instructor approves, he or she will submit approval to the Enrollment Center. Not all courses are approved for pass/fail. To earn a grade of P, the student must achieve at the level of a C grade or higher. Because of the nature and intent of some programs and the restrictions of some transfer colleges, students should consult with a counselor or academic advisor prior to choosing this grading option. Some special topics courses, workshops and seminars are offered only on a P/F basis. These will be indicated in the class schedule and/or course syllabus.

**Auditing classes**

Students interested in auditing a class should contact the instructor before the fifth business day of the semester. If the instructor approves, s/he will submit approval to the Enrollment Center. Due to the nature of some classes, instructors may choose not to allow auditors in their classes. Students auditing a class are not required to take tests and/or examinations or to prepare other written assignments. However, students are expected to conform to regular classroom rules including attendance and discussion. Auditors pay full tuition, but no credits are earned for the audited class. Students may not change to credit registration after completing the course.

**Pass - no credit grade**

Pass - no-credit (P/NC) is designated for Prior Learning Assessments through Adult Success through Accelerated Programs (ASAP) and for locally administered Credit by Examination. The college determines which courses may be graded P/NC.

**Incomplete grade**

An incomplete grade may be given only at the student’s request and with the instructor’s approval. A student may request a grade of incomplete (I) when coursework has been satisfactory, but the student is unable to complete all course requirements before the end of the course. If the instructor approves an incomplete, he or she will submit approval to the Enrollment Center. Coursework must be completed and a grade submitted to the Enrollment Center by a mutually agreed-upon date, not to exceed the end of the following semester. A grade of F will be recorded if this deadline is not met.

**Grade changes**

The original grade (other than an incomplete) will remain on the student’s record unless a Change of Grade Form is submitted to the Enrollment Center by the instructor. Grade changes — other than those precipitated by technical recording errors — will not be considered more than six weeks after the scheduled completion date of the course.

**Early Alert Notifications**

Instructors are encouraged to issue early alert notifications midway through the semester. These reports are intended to notify students who are doing less than C work and/or are not attending class regularly. Students who receive an early alert are encouraged to seek out appropriate campus resources for assistance.

**Grade Appeal Policy**

Students have the right to ask instructors for an explanation of any grade received. Students may submit a formal grade appeal when they believe that a final grade is unfair, arbitrary or capricious. However, the student bears the burden of proving that there are sufficient grounds for changing a grade. The grade appeal process will meet the usual criteria of due process for both students and faculty. These procedures shall not substitute for other grievance procedures specific in board, college or university policies or procedures; regulations; or negotiated agreements, including the faculty member’s right to grieve the outcome. A student may appeal a final course grade on the grounds that:
• The methods or criteria for evaluating academic performance as stated in the course syllabus or assignment sheet or communicated by the instructor at the beginning of the course were not actually applied in determining the final grade, and/or
• The instructor applied grading criteria unfairly, i.e. the evaluation of academic performance so exceeded the reasonable limits of the instructor’s discretion as not to be acceptable to the instructor’s peers. No retaliation of any kind shall be taken against a student for participation in or refusal to participate in a complaint or grievance. These procedures are subject to the laws protecting data privacy rights.

The full Grade Appeal Policy is available from the receptionist in LA214, from The Link, and on the college's policy web page at inverhills.edu/policies.

Repeating Courses Policy
If a student decides to repeat a course, both the original and repeated grade and credits will appear on the student record and transcript. The Enrollment Center will automatically process repeat grades within one month of the end of a semester. Those courses identified as repeated result in a recalculated GPA. Students enrolled in a course for the third time (or more) may remain in the course only with the consent of the instructor.

College-Initiated Withdrawal Policy
A student may be required to withdraw from one or more courses at any time when it is in the best interest of the student or the college. A grade of U will be awarded for college-initiated withdrawals.

Academic Renewal Policy
The academic renewal policy acknowledges that some students’ previous coursework at Inver Hills was adversely affected by difficult circumstances. The policy recognizes that, for various reasons, some students have not met the scholastic requirements of their previous educational programs. Instead of needing to enroll at another college to get a fresh start, academic renewal provides the opportunity for students to pursue their educational goals at Inver Hills. The full academic renewal policy can be found on the college policy web page at inverhills.edu/policies.

Academic Standards
Dean’s List
To qualify for the dean’s list, students must complete 12 or more college-level credits (courses numbered 1000 or higher) in one semester with a GPA of 3.50 or above. Part-time students may qualify for the dean’s list by completing a total of 12 or more college-level credits (courses numbered 1000 or higher) with a 3.50 GPA in consecutive fall and spring semesters. At least 12 of the earned credits must have a letter grade.

Academic Integrity Policy
Academic integrity is one of the most important values in higher education. This principle requires that each student’s work represents his or her own personal efforts and that the student acknowledges the intellectual contributions of others. The foundation for this principle is student academic honesty. Inver Hills students are expected to honor the requirements of the academic integrity policy. The full Academic Integrity Policy can be found on the college policy web page at inverhills.edu/policies.

Class Attendance Policy
Students are expected to attend all sessions of each class in which they are enrolled. If an illness or emergency results in an absence, students should meet with their instructors to determine if missed work can be completed. A student may receive a course grade of FN or NC after two consecutive weeks (or equivalent in accelerated courses/terms) of unexcused absence at any time during the semester. Students who receive an FN grade may request to have their grade changed to a W (withdraw) if done so by the course's withdrawal deadline. Class attendance is defined as being physically present in the classroom. Online attendance is defined as having submitted an assignment, taken a quiz, or posted/made a course content-related comment on the discussion/chat board for the course in which the student is registered.

Student Status
Full time: Students enrolled for at least 12 credits
Half time: Students enrolled for at least six credits, but fewer than 12
Part time: Students enrolled in at least one course

Prerequisites
Students may register in any course if they meet the minimum standard of course and skill prerequisites as stated in the catalog and semester schedule. Academic success requires that some courses be taken in a prescribed sequence or that students demonstrate certain knowledge and/or competencies prior to enrolling in more advanced courses. Current courses and skill prerequisites are listed at the end of the course descriptions in the catalog and in the class schedule. Registration in English and mathematics courses is determined by results of the college's pre-entry assessment. The course instructor must authorize exceptions to course prerequisites.

Skill prerequisite
The skill prerequisite indicates the writing, reading and/or mathematics skill-level expectations of the department and/or instructors. Basic skills proficiency results are obtained through the assessment process when students are admitted to the college. MnSCU policy requires that students demonstrate measured appropriate skills before registering for composition, mathematics and reading-intensive courses. Placement in English, reading and mathematics courses is determined by the assessment inventories. The Inver Hills assessment policy is described elsewhere in this catalog. Each semester schedule will describe the process by which students may appeal their course placement.

Graduation Policy
Part 1. Policy Statement:
A student will earn a certificate or an associate degree upon satisfactorily completing all requirements for graduation and complying with all applicable college policies, including that all Inver Hills financial obligations are met.

Part 2. Policy Procedures:
Subpart A. Graduation requirements.
Students have four years to complete the graduation requirements published in the catalog under which they initially enrolled or in any subsequent catalog published during their enrollment. Students taking more than four years to complete graduation requirements at Inver Hills must follow the curriculum in a catalog under which
they were enrolled during the four-year period preceding their date of graduation. Students must file an Application for Graduation form with a counselor or academic advisor prior to registering for the semester in which they expect to complete their graduation requirements.

Students seeking a technical certificate are not required to meet with a counselor or academic advisor. Certificate students can obtain the Application for Certificate Completion form either online or from the Enrollment Center.

Subpart B. Associate of Arts, Associate of Science, Associate of Applied Science, and Associate of Fine Art degree requirements.

Course and credit requirements for degree programs vary depending on the program. For specific requirements for all programs, please see program pages. General graduation requirements for degree programs include:

1. Earn a minimum of 60 semester credits numbered 1000 or above with a minimum GPA of 2.00. (Some degree programs require more than 60 credits)
2. Complete the career program and liberal arts distribution requirements of the degree program.
3. Complete a minimum of 20 college-level credits at Inver Hills. This requirement will be reduced to 12 college-level credits at Inver Hills for students transferring at least eight college-level credits from another MnSCU institution and/or the University of Minnesota.
4. Earn a minimum grade-point average (GPA) of 2.00 for Minnesota Transfer Curriculum (MnTC) courses if seeking an Associate of Arts degree.

Subpart C. Diploma/Certificate completion requirements.

Course and credit requirements for diploma and certificates vary depending on the program. For specific requirements for all programs, please see program pages.

1. Diplomas: Earn 30 to 48 earned college-level credits; students must earn at least one-third of the credits at Inver Hills.
2. Certificates: Earn nine to 30 college-level credits; students must earn at least one-third of the credits at Inver Hills.
3. Earn an Inver Hills GPA of 2.00 and a MnTC GPA of 2.00 (if applicable).
4. Complete a minimum of 12 semester credits at Inver Hills for the college to certify completion of the MnTC. Students must earn a 2.00 GPA within the MnTC in order to complete it.
5. Meet specific course grade requirements in the specific certificate/diploma program.

Subpart D. Use of credits for multiple degrees and certificates.

In order to be awarded both the certificate and the degree, the student must apply to complete the certificate at least one semester prior to completing the corresponding associate degree. Students who apply for the certificate after earning the associate degree will not be awarded the certificate. Students interested in completing a certificate and its corresponding associate degree should consult with a counselor or academic advisor to create an appropriate educational plan.

Subpart E. Commencement.

A formal commencement ceremony is planned for the end of each spring semester. Invitations will be sent to all graduation applicants. Attendance is encouraged but not mandatory.

Subpart F. Graduation with honors.

Honors medallions are presented annually to graduating students who have attained a minimum of a 3.75 GPA for 20 or more grade-point credits earned while attending Inver Hills. Students who graduate with honors will have “Honors” designated on their final transcript.

Subpart G. Diplomas.

Diplomas are ordered following a final, successful graduation requirement check conducted by the Enrollment Center. Diplomas are ordered at the end of the fall, spring, and summer terms. Graduates should receive their diplomas 10 to 12 weeks from the end of the term.

Satisfactory Academic Progress

Students are expected to maintain satisfactory academic progress (SAP) for each term of attendance. It is the student’s responsibility to achieve this, and students should seek assistance from the college’s many academic support services in a consistent and timely manner. Students are encouraged to keep a file of their grades and transcripts.

The full SAP policy and procedure can be found on the college website at inverhills.edu/policies.
Transfer Pathways

Transfer Pathways are curriculum plans which provide an associate degree to seamlessly transfer into a related degree plan at any one of the seven Minnesota State universities to obtain a bachelor’s degree. Students who complete a Transfer Pathway degree will be guaranteed junior status upon admission to the university, and are assured that the bachelor's degree can be completed in 60 additional credits (for 120-credit programs). A student must still meet any special admission requirement for the major and are not guaranteed admission into the major itself.

Effective Fall 2017, Inver Hills Community College will be offering three Transfer Pathway degrees: Biology Transfer Pathway A.S., Business Transfer Pathway A.S., and Psychology Transfer Pathway A.A. Many additional programs will be added in Fall 2018.

Associate of Arts (A.A.)

The Associate of Arts degree (A.A.) is intended primarily for students who plan to transfer to another college to complete a bachelor's degree. The A.A. degree is a generalist liberal arts degree, and no specific major is listed in conjunction with the degree. However, many students choose to concentrate in a particular field of study as preparation for a planned major at a four-year college or university. Students may choose to follow one of the emphases or develop an individual plan within the general A.A. degree. Both options are designed to identify the appropriate core of courses for transfer in a student's major to their chosen four-year college or university.

At least 40 of the 60 credits must be taken within the Minnesota Transfer Curriculum (MnTC). Students are strongly encouraged to develop an educational plan in consultation with an Inver Hills counselor or academic advisor to assure that degree requirements are fulfilled.

Associate of Arts Transfer Pathway Degree Programs

- Psychology

Associate of Arts with Emphasis

Each of the emphasis areas of the A.A. degree is designed to provide students with a listing of the core courses needed in preparation for transfer within that major. Earning an A.A. degree with an emphasis allows students to deepen their breadth of knowledge in a particular subject area while more thoroughly preparing them for the major at corresponding baccalaureate programs at several public and private four-year colleges and universities.

To earn the A.A. with Emphasis, students need to complete all requirements for a general A.A. degree, including the specific requirements of their chosen emphasis. Courses within specific emphases may satisfy either elective or MnTC requirements. Students satisfying graduation requirements for the degree will have the A.A. degree and the appropriate emphasis documented on their academic transcript. Careful planning with a counselor or academic advisor is strongly advised to tailor any of the emphasis areas to meet the requirements of the student's chosen four-year college or university.

A.A. with Emphasis Degree Programs

- Anthropology
- Chemistry
- Gender and Women Studies
- History
- Mathematics
- Political Science

Associate of Science (A.S.)

The A.S. is intended for those students who wish to balance liberal arts education with career-oriented classes. The primary purpose of the degree is to provide the credentials for a specific career and to prepare graduates for admission to a four-year college. Credit and course requirements are unique for each program. Refer to the curriculum requirements listed in the Programs and Majors section of this catalog for specific requirements of each A.S. degree program. Approximately one-half of the course work consists of liberal arts or general education credits, and one-half include career-oriented courses.

The extent to which credits transfer to a four-year college varies with the specific program completed and the subsequent major selected. Specific transfer agreements exist with selected four-year colleges for each A.S. program; check with a counselor or academic advisor.

A.S. Degree Programs

- Accounting
- Biology (Transfer Pathway)
- Business (Transfer Pathway)
- Chemistry
- Construction Management
- Criminal Justice
- Education Foundations
- Engineering Fundamentals
- Exercise Science
- Human Service Worker
- Individualized Professional Studies
- International Business
- Law Enforcement
A.S. Degree Programs, cont.

- Nursing
- Paralegal
- Physical Education

**Associate of Applied Science (A.A.S.)**
The A.A.S. is intended for those students who plan to use the competence gained through their degree for immediate employment. The A.A.S. degree is granted in a specific major, and typically at least one-half of the course work is in the program area, approximately one-third is in general education and liberal arts, and the balance of credits are either in the program area or general education depending on the specific major chosen.

The A.A.S. degree is not designed to transfer to a four-year college. However, the general education and liberal arts courses typically do transfer and some of the career-oriented courses also may transfer to specific majors at selected schools. Students are encouraged to consult with an Inver Hills counselor or academic advisor for information about transferring credits to other colleges and universities.

**A.A.S. Degree Programs**
- Computer Programmer
- Contemporary Business Practice
- Information Technology Support
- Networking Technology and Security

**Associate of Fine Art (A.F.A.)**
The A.F.A. is a two-year degree for students who will eventually transfer and pursue a Bachelor of Fine Arts degree and also for students interested in entering the job market. Students take 30 credits in general requirements and 30 credits in fine art. Courses in music, art or theatre may transfer in part or in entirety to baccalaureate institutions. In order to plan a program, students should consult with a counselor or academic advisor.

**A.F.A. Degree Programs**
- Art
- Music
- Theatre

**Certificate**
Concentrated programs of study are available in certain areas as certificates. Certificates are awarded to students upon completion of a specific career program with a GPA of at least 2.0. The programs are designed for those students who wish to develop vocational skills for entry-level employment in specific career areas. Certificates are recorded on a student's transcript. Current students who are pursuing a certificate must apply to graduate. Students should complete the Application for Certificate or Diploma Completion form. Once the application is complete, students should submit the form to the Enrollment Center. Directions for submitting the application are located on the form.

**Certificates**
- Advanced Emergency Medical Technician (AEMT)
- Advanced Network Security
- Advanced Network Technology
- Community Paramedic
- Construction Management
- Corrections
- Customer Service
- Emergency Medical Technician
- Human Resource Management
- Human Service Assistant
- IP Telephony
- IT Help Desk
- Law Enforcement (Pre-Professional Licensing Core)
- Marketing & Sales
- Microsoft Certified IT Professional
- Nursing Assistant
- Office Technology
- Paralegal (post-graduate)
- Paramedic
- Project Management
- Small Business Development
- Supervision
- Workplace Writing
  (pending Minnesota State approval)

**Diploma**
Diplomas are awarded for successful completion of a program intended to provide students with employment skills. Diplomas vary from 31 to 72 semester credits. Diplomas of 45 or more credits require a minimum of nine semester credits in general education.

**Diploma Programs**
- Paramedic
Understanding Transfer Credit
Many students attend Inver Hills with the intention of transferring to a bachelor’s-level degree. Careful planning and utilizing the proper resources can assist in this process. Generally, college level courses from Inver Hills will transfer, but not everything that transfers will help a student graduate. The key question is: Will the credits fulfill requirements of the degree or transfer program the student has chosen? The receiving college or university decides which credits transfer and whether those credits meet its degree requirements. The accreditation of both the sending and receiving institution can affect the transfer of credits.

Transfer Center
Visit the Counseling and Advising Center located in the upper level of the College Center to work with counselors or advisors to assist with planning for transfer. Print and online transfer guides are available to assist with appropriate course selection and overall transfer planning. See the Transfer Resources page of the Counseling and Advising website for extensive transfer information. Additionally, admission representatives from many local colleges regularly come to campus to meet with prospective students.

Minnesota Transfer Curriculum (MnTC)
The Minnesota Transfer Curriculum is a 40-credit liberal arts core designed to transfer to all the Minnesota state universities and the University of Minnesota. Additionally, the following colleges and universities honor the MnTC when completed as part of the A.A. degree: Augsburg College, Concordia University (St. Paul), St. Mary’s University of Minnesota, St. Catherine University, The College of St. Scholastica, the University of North Dakota and the University of Wisconsin-River Falls.

Inver Hills–University of Minnesota Cooperative Admissions Program (MnCAP)
This is a cooperative arrangement between the University of Minnesota-Twin Cities and Inver Hills to facilitate the transfer of students from the community college to the University of Minnesota. When students enroll in the Minnesota Cooperative Admissions Program, they are guaranteed transfer admission to one of the participating U of M majors when certain conditions are met. Students may work with an Inver Hills counselor or advisor and or staff from the university’s office of admissions to define the specific conditions for transfer.

Program Articulation Agreements with Other Colleges and Universities
Articulation agreements are formal agreements between Inver Hills and another college or university to accept credits in transfer toward a specific academic program. Articulation agreements generally are for specialized professional or technical programs offered at colleges (e.g., Associate of Science (A.S.), Associate of Applied Science (A.A.S.), Associate of Fine Arts (A.F.A.) or certificates) that can be applied to a specific program major at the receiving university, and the entire associate degree or program needs to be completed before transfer. The associate degree or certificate program is complementary with the baccalaureate degree.

An up-to-date list of articulations is available on www.mntransfer.org or by visiting the individual program web pages and selecting the transfer tab. To view program pages, go to: www.inverhills.edu/DegreesAndPrograms/MajorPrograms.
PROGRAMS AND MAJORS

PROGRAMS OF STUDY

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Associate of Arts

AWARD

ASSOCIATE OF ARTS A.A. ................................. 60 cr

A.A., ASSOCIATE OF ARTS
(60 CREDITS)

Minnesota Transfer Curriculum (MnTC) ................. 40 cr
Electives, Liberal Arts and pre-major ..................... 18 cr
Health and Physical Education .......................... 2 cr

PURPOSE
The Associate of Arts degree (A.A.) is intended primarily for students who plan to transfer to another college to complete a bachelor’s degree. The A.A. degree is a generalist liberal arts degree, and no specific major is listed in conjunction with the degree. However, many students choose to concentrate in a particular field of study as preparation for a planned major at a four-year college or university. Students may choose to follow one of the emphases or develop an individual plan within the general A.A. degree. Both options are designed to identify the appropriate core of courses for transfer in a student’s major to their chosen four-year college or university. At least 40 of the 60 credits must be taken within the Minnesota Transfer Curriculum (MnTC). Students are strongly encouraged to develop an educational plan in consultation with an Inver Hills counselor or academic advisor to assure that degree requirements are fulfilled.

Include essential pre-major courses in your A.A. degree to facilitate Junior level transfer and meet admission requirements at the baccalaureate level.

Students may earn a transfer pathway A.A. or an A.A. with an Emphasis in various academic disciplines.

Utilize the Degree Audit Report System (DARS): inverhills.edu/dars

ADDITIONAL INFORMATION ABOUT TRANSFERRING AT:
www.inverhills.edu/MnTC
www.transferology.com
www.mntransfer.org
inverhills.edu/Counseling
admissions.tc.umn.edu/admissioninfo/mncap_intro.html

MINNESOTA TRANSFER CURRICULUM
(MnTC DISTRIBUTION)* 40 CREDITS

Specific courses to fulfill the MnTC Goal areas are outlined in the catalog section titled Minnesota Transfer Curriculum. (found on next page)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Courses</th>
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<tbody>
<tr>
<td>1</td>
<td>Communication,</td>
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<td></td>
<td>Two from English/Composition</td>
</tr>
<tr>
<td></td>
<td>One from Communication</td>
</tr>
<tr>
<td>2</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>3</td>
<td>Natural Science (1 with lab)</td>
</tr>
<tr>
<td></td>
<td>Life Sciences (1 course)</td>
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<tr>
<td></td>
<td>Physical Sciences (1 course)</td>
</tr>
<tr>
<td>4</td>
<td>Mathematical/Logical Reasoning</td>
</tr>
<tr>
<td>5</td>
<td>History/Social Sciences/Behavioral Sciences</td>
</tr>
<tr>
<td></td>
<td>Include courses from at least two disciplines</td>
</tr>
<tr>
<td>6</td>
<td>Humanities/Fine Arts/Literature</td>
</tr>
<tr>
<td></td>
<td>Fine Arts (1 course)</td>
</tr>
<tr>
<td></td>
<td>Humanities/Literature (1 course)</td>
</tr>
<tr>
<td></td>
<td>Fine Arts or Humanities/Literature (1 course)</td>
</tr>
<tr>
<td>7</td>
<td>Human Diversity</td>
</tr>
<tr>
<td>8</td>
<td>Global Perspective</td>
</tr>
<tr>
<td>9</td>
<td>Ethical and Civic Responsibility</td>
</tr>
<tr>
<td>10</td>
<td>People and the Environment</td>
</tr>
</tbody>
</table>

*Some courses may be applied to more than one goal area, resulting in completion of the 10 goals with fewer than 40 credits. If this occurs, additional credits from the 10 goals listed must be taken to complete a minimum of 40 credits.

ELECTIVES, LIBERAL ARTS, AND PRE-MAJOR 18 CREDITS

Courses numbered 1000 and above from any department may be used to fulfill these electives. These electives may be freely chosen or selectively used for transfer requirements. Include essential pre-major classes to facilitate Junior level transfer.

HEALTH AND PHYSICAL EDUCATION 2 CREDITS

Physical Education ........................................... 1
Health ....................................................... 1

Inver Hills Community College
INVERHILLS.EDU
2017-2018 CATALOG
### Goal 1: Communication, 3 courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1108 (4)</td>
<td>Writing &amp; Research Skills</td>
</tr>
<tr>
<td>ENG 1111 (2)</td>
<td>Research Writing in Disciplines</td>
</tr>
<tr>
<td>ENG 1114 (3)</td>
<td>The Research Paper</td>
</tr>
<tr>
<td>ENG 1130</td>
<td>Writing and Research for the Professions</td>
</tr>
<tr>
<td>ENG 2222 (4)</td>
<td>British Literature: Middle Ages-Age of Reason</td>
</tr>
</tbody>
</table>

### Goal 2: Critical Thinking, 0-1 course

May be fulfilled by courses in Goals 1, 3, & 4. Additional courses listed below may be taken in this area to fulfill the 40-credit curriculum.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2302-L</td>
<td>An Introduction to Forensic Science</td>
</tr>
<tr>
<td>BIOL 1154-L</td>
<td>General Biology: From Cell Organism</td>
</tr>
<tr>
<td>BIOL 1155-L (5)</td>
<td>General Biology: From Organism to Ecosphere</td>
</tr>
<tr>
<td>BIOL 2202-L</td>
<td>Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td>BIOL 2205-L</td>
<td>Microbiology</td>
</tr>
<tr>
<td>BIOL 2301-L</td>
<td>Zoology</td>
</tr>
<tr>
<td>BIOL 2303-L</td>
<td>Genetics</td>
</tr>
<tr>
<td>BIOL 2305-L</td>
<td>Principles of Microbiology</td>
</tr>
<tr>
<td>BIOL 2306-L</td>
<td>General Ecology</td>
</tr>
<tr>
<td>CHEM 1010-L</td>
<td>Introduction to Chemistry</td>
</tr>
<tr>
<td>CHEM 1061-L</td>
<td>Principles of Chemistry I</td>
</tr>
<tr>
<td>CHEM 1062-L</td>
<td>Principles of Chemistry II</td>
</tr>
<tr>
<td>COMM 1130</td>
<td>Critical Speaking</td>
</tr>
<tr>
<td>COMM 1130</td>
<td>Critical Speaking</td>
</tr>
</tbody>
</table>

### Goal 3: Natural Science, 2 courses

One course from each subcategory (A & B). At least one course must include a lab (L).

#### A. Life Sciences

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ANTH 1300</td>
<td>Biological Anthropology</td>
</tr>
<tr>
<td>BIOL 1107 (3)</td>
<td>Biology of Women</td>
</tr>
<tr>
<td>BIOL 1110-L</td>
<td>Human Biology Lab</td>
</tr>
</tbody>
</table>

#### B. Physical Sciences

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>CHEM 1010-L</td>
<td>Introduction to Chemistry</td>
</tr>
<tr>
<td>CHEM 1061-L</td>
<td>Principles of Chemistry I</td>
</tr>
<tr>
<td>CHEM 1062-L</td>
<td>Principles of Chemistry II</td>
</tr>
<tr>
<td>PHIL 1125</td>
<td>Thinking Critically About the Professions</td>
</tr>
<tr>
<td>ENG 1108</td>
<td>Writing &amp; Research Skills</td>
</tr>
<tr>
<td>BIOL 1115-L</td>
<td>Environmental Studies</td>
</tr>
</tbody>
</table>

### Goal 4: Mathematical/Literal Reasoning, 1 course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 3-4</td>
<td>Any course above 1001</td>
</tr>
<tr>
<td>PHIL</td>
<td>Logic</td>
</tr>
<tr>
<td>CS 1118-L</td>
<td>Discrete Structures of Computer Science</td>
</tr>
</tbody>
</table>

*Minnesota preparation standards for college require successful completion of the first three years of a high school mathematics sequence through intermediate algebra or its equivalent.
### Goal 5: History, Social Sciences, & Behavioral Sciences, 3 courses
Must include courses from at least two disciplines
- ANTH 1100 (3) Intro to Anthropology *8
- ANTH 1110 (3) Cultural Anthropology *8
- ANTH 1120 (3) Introduction to Archaeology *7
- ANTH 2120 (3) Field Experience in Archaeology *7
- COMM 2240 (3) Intercultural Communication *8
- ECON 1100 (3) Economics for Consumers *2
- ECON 1102 (2) Survey of the World Economy *8
- ECON 1105 (3) Principles of Macroeconomics *2
- ECON 1106 (3) Principles of Microeconomics *8
- GEOG 1100 (3) World Regional Geography *8
- GEOG 1115 (3) Human Geography *8
- GEOG 1130 (3) Minnesota Geography *7
- GWS 1000 (3) Intro to Gender & Women Studies *7
- GWS 1100 (3) Gender, Race & American Culture *7

### Goal 6: Humanities, Fine Arts, & Literature, 3 courses
At least one from each subcategory (A & B).

#### Goal 6A: Fine Arts
- ART 1100 (3) Introduction to Art *8
- ART 1105 (3) Art from Prehistory to 1400 *8
- ART 1107 (3) Art from Renaissance to Present *8
- ART 1109 (3) Art History, World Art *8
- ART 1114 (3) Drawing I
- ART 1115 (3) Drawing II
- ART 1120 (3) Two-Dimensional Color and Design
- ART 1121 (3) Digital Photography I (no lab)
- ART 1122 (3) Digital Photography II (no lab)
- ART 1131-L (3) Digital Photography I
- ART 1132-L (3) Digital Photography II
- ART 1151 (3) Digital Art I
- ART 1195 (3) Fundamentals of Art: 3-D Design
- ART 2010 (3) Sculpture I
- ART 2011 (3) Sculpture II
- ART 2200 (3) Ceramics I
- ART 2201 (3) Ceramics II
- ART 2207 (3) Glass I
- ART 2208 (3) Art & Museums in Twin Cities *8
- ART 2217 (3) Glass II
- ART 2250 (3) Special Topics in Art
- ART 2251 (3) Painting I
- ART 2252 (3) Painting II
- ART 2300 (3) Architectural History *8
- COMM 2210 (2) Oral Interpretation of Literature
- ENG 1601 (3) Introduction to Creative Writing
- ENG 1605 (3) Fiction Writing
- ENG 1116 (3) Writing for the Web *2
- ENG 2215 (3) Special Topics in Writing *2
- JOUR 1130 (3) Writing for Mass Media
- MUSC 1104 (3) Class Piano I
- MUSC 1106 (3) Class Piano II
- MUSC 1107 (3) Class Voice I
- MUSC 1109 (2) African Drum & Dance
- MUSC 1110 (3) Music Fundamentals
- MUSC 1116 (2) Rock, Blues Ensemble
- MUSC 1118 (3) Class Drumset
- MUSC 1119 (3) Class Guitar I
- MUSC 1120 (3) Class Guitar II
- MUSC 1121 (2) IHCC Steel Drum Ensemble *3
- MUSC 1124 (3) Introduction to Song Writing & Composition
- MUSC 1140 (3) Music Appreciation
- MUSC 1141 (3) Jazz History
- MUSC 1143 (3) History of Rock & Roll
- MUSC 1144 (3) Broadway Musicals
- MUSC 1145 (3) World Music *8
- MUSC 1146 (3) Music in Film
- MUSC 1148 (3) Intro to Music Video Production
- MUSC 2128 (3) Western Music: Ancient - 1700 *8
- MUSC 2129 (3) Western Music: 1700 - 1900 *8
- MUSC 2165 (2) IHCC Choir
- MUSC 2220 (3) Music Education and Pedagogy *2
- MUSC 2250 (3) Special Topics in Music
- THR 1105 (3) Introduction to Theatre
- THR 1152 (3) Beginning Acting
- THR 1157 (2) Theater-Make-up
- THR 1158 (2) Creative Dramatics
- THR 2153 (3) Advanced Acting
- THR 2154 (3) Design for the Theatre
Goal 7: Human Diversity, 1 course
ANTH 1101 (5) Intro to American Culture *8
ANTH 1120 (5) Introduction to Archaeology *5
ANTH 1150 (3) American Indian Cultures *10
ANTH 2120 (5) Field Experience in Archaeology *5
COMM 2250 (2-3) Topics in Communication *2
ENG 2203 (5) Contemporary Fiction *6b
ENG 2259 (3) Women in Literature *6b
ENG 2240 (3) Representation of the Body in Lit*6b
ENG 2252 (3) The Novel *6b
GEOG 1105 (3) U.S. & Canada *10
GEOG 1190 (3) Minnesota Geography *5
GWS 1000 (5) Intro, Gender & Women Studies *5
GWS 1100 (3) Gender, Race & Amer. Culture *5
GWS 2100 (5) Masculinity/Femininity *6b
HIST 1135 (3) History of Family *5
HIST 2120 (3) Civil War to 1910 *5
INTS 1103 (5) Adults with Disabilities
PHIL 2110 (3) American Mind *6b
PSYC 1215 (3) Child & Adolescent Psychology *5
PSYC 1140 (3) Psychology of Women *5
PHIL 2130 Environmental Philosophy *10
SOC 2010 Sociology of Sport *5
SOC 2140 (3) Lifetime Fitness (May be used to fulfill both HLTH & PE requirement)

Goal 8: Global Perspective, 1 course
ANTH 1100 (5) Intro to Anthropology *5
ANTH 1101 (5) Intro to American Culture *7
ANTH 1110 (4) Cultural Anthropology *5
ANTH 2130 (5) Field Experience in Anthropology *9
ART 1100 (3) Introduction to Art *6a
ART 1106 (3) Art from Prehistory to 1400 *6a
ART 1107 (3) Art from Renaissance to Present *6a
ART 1109 (3) Art History-World Art *6a
ART 2208 (3) Art & Museums in Twin Cities *6a
ART 2300 (3) Architectural History *6a
ASL 1101 (3) American Sign Language I
ASL 1102 (3) American Sign Language II
ASL 1103 (3) American Sign Language III
ASL 1104 (3) American Sign Language IV
CHIN 1111 (3) Intro to Chinese Culture *6b
COMM 2130 (3) Intercultural Communication *5
ECON 1106 (3) Principles of Microeconomics *5
ENG 1180 (4) Introduction to World Literature *6b
ENG 2235 (3) Mythical Stories *6b
FREN 1101 (5) Beginning French I *6b
FREN 1102 (5) Beginning French II *6b
FREN 2201 (3) Intermediate French I *6b
FREN 2202 (3) Intermediate French II *6b
FS/HUM 1115 (3) Holocaust & Genocide Studies in Film *6b
GEOG 1100 (4) Earth as the Home for Humans *10
GEOG 1101 (5) World Regional Geography *5
GEOG 1115 (5) Human Geography *5
GEOG 2250 (5) Topics in Global Studies
GEOG 2290 (5-9) International Experience with Travel
GEOG 2391 (2-4) International Experience
GWS 1200 (3) Women & Global Issues *9

Goal 9: Global Ethical & Civic Responsibility, 1 course
ANTH 2130 (5) Intro to Medical Anthropology *8
BIOL 1114 (3) Critical Issues in Human Biol *3a
BIOL 1115-L (4) Critical Issues in Human Biology with lab *3a
GWS 1200 (3) Women & Global Issues *8
HIST 1118 (3) War to the War on Terror *5
HIST 2125 (4) History of World Religions *5
HUM 1177 (3) Holocaust: Multiple Lenses *6b
INTS 1125 (3) Creative Problem Solving *8
INTS 1140 (3) Human Sexuality *5
INTS 1400 (3) Leadership Development: A Humanities-Based Approach *2b
JOUR 1101 (3) Introduction to Mass Media
PHIL 1112 (5) Ethics *2
PHIL 1125 (3) Thinking Critically About Contemporary Issues *2
PHIL 2130 Environmental Philosophy *10
PHIL 2250 (3) Special Topics in Philosophy
POLS 1010 (3) Introduction to Political Science *5
POLS 1111 (3) American Gov’t & Politics *5
POLS 1210 (3) State & Local Gov’t & Politics *5
POLS 1211 (3) Constitutional Law *5
PSYC 1230 (3) Psyc of Death, Dying, & Loss *5
PHED 2210 (1) Yoga
PHED 2211 (1) Tai Chi
PHED 2218 (1) Bowling
PHED 2219 (1) Weight Training
PHED 2220 (1) Conditioning
PHED 2240 (1) Golf
PHED 2250 (1) Recreational Activities
PHED 2270 (1) Law Enforcement Physical Skills Training
PHED 2260 (1) Lacrosse
PHED 2261 (1) Softball
PHED 2262 (1) Snowboarding and Skiing
PHED 2264 (1) Volleyball
PHED 2265 (1) Walking / Jogging
PHED 2269 (1) Karate
PHED 2270 (1) Self-Defense
PHED 2275 (1) Approved Activity
PHED 2276 (1) Flat Water Canoe
PHED 2277 (1) Outdoor Activity Sampler
PHED 2278 (1) Backpacking
PHED 2279 (1) Winter Skills
PHED 2280 (1) Geocaching
PHED 2281 (1) Wilderness Navigation

B. Health (1 credit)
HLTH 1105 (1) Sleeps, Eats & Exercises
HLTH 1106 (3) Nutrition
HLTH 1107 (3) Personal Health
HLTH 1120 (2) Community Health
HLTH 1121 (3) Stress Management
HLTH 1124 (1) Alcohol & College Life
HLTH 1125 (3) First Aid: Resp. to Emergencies
HLTH 1127 (3) American Heart Association
HLTH 1128 (1) Communicable Disease Topics
HLTH 1129 (1) Tai Chi
HLTH 1130 (3) Drug Use/Abuse
HLTH 2250 (1-3) Special Topics in Health

Courses that fulfill Physical Education & Health Requirement (2 credits)

OPTION 2: A. Physical Education (1 credit)
PHED 1101 (2) Group Cardio Workout
PHED 1102 (1) Yoga
PHED 1103 (2) Tai Chi
PHED 1106 (1) Bowling
PHED 1109 (2) Weight Training
PHED 1110 (2) Conditioning
PHED 1118 (1) Golf
PHED 1121 (3) Recreational Activities
PHED 1127 (1) Law Enforcement Physical Skills Training
PHED 1129 (1) Racket Sports
PHED 1130 (3) Softball
PHED 1135 (3) Snowboarding and Skiing
PHED 1144 (1) Volleyball
PHED 1145 (3) Walking / Jogging
PHED 1148 (1) Karate
PHED 1150 (3) Self-Defense
PHED 1180 (1) Approved Activity
PHED 2220 (1) Flat Water Canoe
PHED 2221 (1) Outdoor Activity Sampler
PHED 2228 (1) Backpacking
PHED 2229 (1) Winter Skills
PHED 2233 (1) Geocaching
PHED 2234 (1) Wilderness Navigation
Accounting

AWARD

A.S., ACCOUNTING .................................................. 60 cr
A.S., ACCOUNTING ..................................................... (60 CREDITS)

Accounting Curriculum ........................... 21 cr
Accounting Electives ................................. 6-8 cr
Liberal Arts .............................. 31-33 cr

PURPOSE

This program is designed to prepare students for accounting paraprofessional careers and provide a fully transferable foundation for a four-year accounting degree. Students should consult with an Inver Hills counselor or advisor to confirm specific transferability to four-year accounting programs.

PROGRAM INFORMATION

The A.S., Accounting degree is fully accredited by the Accreditation Council for Business Schools and Programs. As such, the accounting department has adopted a continuous improvement process centered on offering coursework that meets the demands of today’s accounting and business environments.

ACCOUNTING CURRICULUM ................................. 21 CREDITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ACCT 2101</td>
<td>Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 2102</td>
<td>Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 2220</td>
<td>Federal Individual Income Tax</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 2241</td>
<td>QuickBooks and Excel</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1100</td>
<td>Intro to Business Applications and Computing</td>
<td>4</td>
</tr>
<tr>
<td>BUS 1131</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
</tbody>
</table>

ACCOUNTING PROGRAM ELECTIVES ....................... 6-8 CREDITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1172</td>
<td>Intermediate Microsoft Excel</td>
<td>1</td>
</tr>
<tr>
<td>BUS 2004</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 2021</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>Any ACCT 2000 Level or Higher¹</td>
<td>3</td>
<td></td>
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</tbody>
</table>

LIBERAL ARTS ........................................ 31-33 CREDITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 1108</td>
<td>Writing and Research Skills</td>
<td>4</td>
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<tr>
<td>ENGL 1130</td>
<td>Writing and Research for the Professions OR</td>
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<tr>
<td>ENG 1111</td>
<td>Research Writing in the Disciplines OR</td>
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</tr>
<tr>
<td>ENG 1114</td>
<td>The Research Paper OR</td>
<td></td>
</tr>
<tr>
<td>ENG 1116</td>
<td>Writing for the Web</td>
<td>2-3</td>
</tr>
<tr>
<td>ECON 1105</td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1106</td>
<td>Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>COMM 1100</td>
<td>Interpersonal Communication OR</td>
<td></td>
</tr>
<tr>
<td>COMM 1110</td>
<td>Public Speaking OR</td>
<td></td>
</tr>
<tr>
<td>COMM 2230</td>
<td>Small Group Communication OR</td>
<td></td>
</tr>
<tr>
<td>COMM 2240</td>
<td>Intercultural Communication</td>
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<tr>
<td>MATH 1103</td>
<td>Introduction to Statistics</td>
<td>4</td>
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<tr>
<td>MATH 1118</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>Humanities/Fine Arts/Literature (MnTC Goal 6)</td>
<td>3</td>
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</tr>
<tr>
<td>Liberal Arts Electives (MnTC Goals 1-10)</td>
<td>5-7</td>
<td></td>
</tr>
</tbody>
</table>

¹It is recommended that students consult with a counselor about the courses and selection options. Students intending to transfer to Metro State University may take ACCT 311 and ACCT 530 from Metro State University.
Anthropology

AWARD

A.A. WITH EMPHASIS, ANTHROPOLOGY ...............60 cr

A.A. WITH EMPHASIS, ANTHROPOLOGY
(60 CREDITS)

Minnesota Transfer Curriculum (MnTC) ...............40 cr
Electives ................................................. 18 cr
Health and Physical Education ......................... 2 cr

PURPOSE
This program is designed to introduce students to the field of anthropology as a whole, encourage them to find their own anthropological directions and prepare them for more rigorous future education.

PROGRAM INFORMATION
Anthropology is the study of humanity. This comprehensive field typically is divided into several subfields, including archaeology, biological anthropology, cultural anthropology and linguistics. Connecting these various subfields is a series of approaches that encourage the individual to be comparative in scope, evolutionary in depth and holistic in perspective.

Note: To earn the A.A. with Emphasis in Anthropology, students need to complete all requirements for a general A.A. degree, incorporating the specific requirements of their chosen emphasis. Careful planning with an academic counselor as well as with a member of the anthropology department is strongly advised to tailor the emphasis to meet the requirements of the student’s chosen four-year college or university.

ANTHROPOLOGY CURRICULUM
Incorporate the following anthropology coursework into the requirements of an A.A. degree as part of the MnTC or within the elective category.

Required:
ANTH 1110 Cultural Anthropology (MnTC Goals 5, 8) ............3
ANTH 1130 Introduction to Biological Anthropology (MnTC Goals 3, 10) ............3

Choose two additional courses from:
ANTH 1101 Introduction to American Culture (MnTC Goals 7, 8) ............3
ANTH 1120 Introduction to Archaeology (MnTC Goals 5, 7) ............3
ANTH 1150 Introduction to American Indian Culture (MnTC Goals 7, 10) ............3
ANTH 2100 Visual Anthropology .................................3
ANTH 2130 Introduction to Medical Anthropology (MnTC Goals 8, 9) ............3

Courses outside of the emphasis program:
ANTH 1100 Introduction to Anthropology ¹ [MnTC Goals 5, 8] ............3
ANTH 2120 Field Experience in Anthropology (MnTC Goals 5, 7) ............3

¹Note: ANTH 1100 Introduction to Anthropology is recommended as a first course when pursuing any interest in Anthropology, but it is not required as part of the emphasis.

MINNESOTA TRANSFER CURRICULUM (MnTC) 40 CREDITS

Courses from the Anthropology curriculum may be applied to the MnTC requirements. The specific requirements for the MnTC are outlined as part of the Associate of Arts degree. See A.A. degree requirements section of the catalog.

ELECTIVES 18 CREDITS

Courses from any department numbered 1000 or higher. Courses from the Anthropology emphasis not applied to the MnTC should be incorporated into the elective category.

HEALTH/PHYSICAL EDUCATION 2 CREDITS

The specific requirements for Health/Physical Education are outlined as part of the Associate of Arts degree. See A.A. degree requirements section of the catalog.
AWARD

ART A.F.A. ...................................................... 60 cr

ASSOCIATE OF FINE ARTS, ART
(60 CREDITS)

Art Core Curriculum .............................. 19 cr
Art Electives ........................................... 21 cr
Liberal Arts ............................................. 20 cr

PURPOSE
The AFA is a pre-professional program for students intending to transfer to a four-year program in pursuit of the Bachelor of Fine Arts (BFA) degree and for students interested in entering the art job market. Students will take 40 credits in Art and 20 credits in general requirements.

PROGRAM INFORMATION
The AFA in Art degree will give art students a strong foundation for transfer to a four-year institution. The program focuses on courses in Art History, 2- and 3-dimensional design, introductory Studio Art, and second-year Studio Art. The AFA program concludes with a portfolio class (Art 2295) and AFA exhibition designed to prepare students for their next steps in their education and artistic practice.

ART CORE CURRICULUM 19 CREDITS

Required:
Art 1106 Art from Prehistory to 1400** ........................................ 3
Art 1107 Art from Renaissance to Present** .................................. 3
Art 1109 World Art** (3 cr) OR
Art 2208 Art in the Twin Cities (3 cr)** OR
Art 2300 Architectural History (3 cr)** .......................................... 3
Art 1120 Foundations of Art: 2-D Color and Design* ...................... 3
Art 1196 Foundations of Art: 3-D Design* ...................................... 3
Art 1114 Drawing I* ................................................................. 3
Art 2295 Portfolio Development ..................................................... 1

Choose four courses (12 credits):
Art 2251 Painting I* ................................................................. 3
Art 1131 Digital Photography I* .................................................... 3
Art 1151 Digital Art I* ............................................................... 3
Art 2200 Ceramics I* ................................................................. 3
Art 2100 Sculpture I* ................................................................. 3
Art 2207 Glass I* ....................................................................... 3

Choose three courses (9 credits):
Art 1115 Drawing II* ............................................................... 3
Art 2252 Painting II* ................................................................. 3
Art 1132 Digital Photography II* .................................................... 3
Art 2201 Ceramics II* ............................................................... 3
Art 2101 Sculpture II* .............................................................. 3
Art 2217 Glass II* ................................................................. 3

*Course also fulfills MnTC Goal 6 in support of MnTC Humanities and Fine Arts requirements

**Course also fulfills MnTC Goal 8 in support of MnTC Goal 7-10 requirement

LIBERAL ARTS 20 CREDITS

ENG 1108 Writing and Research Skills .......................................... 4
ENG 1111 Research Writing in the Disciplines OR
ENG 1114 The Research Paper .................................................... 2-3
COMM 1110 Public Speaking .................................................... 3
Lab Science (MnTC Goal 3) .......................................................... 3
Mathematical/Logical Reasoning [MnTC Goal 4] ............................. 3
History and the Social/Behavioral Sciences [MnTC Goal 5] .................. 3
Additional Elective Course (Any MnTC Goal Area) ........................... 3

1 A portfolio may need to be submitted for transfer to BFA programs at four-year institutions. See counselor for requirements at transfer institution.

2 In addition to the requirements listed, two world language courses are encouraged. See counselor for requirements at transfer institution.
Biology

AWARD

BIOLOGY TRANSFER PATHWAY DEGREE, A.S. ...........60 cr

BIOLOGY TRANSFER PATHWAY DEGREE A.S. (60 CREDITS)

Biology Curriculum ........................................... 28 cr
Liberal Arts Curriculum ...................................... 32 cr

CAMPUSS CONTACT FOR THIS PROGRAM
Professor Tanya Smutka, tsmutka@inverhills.edu

PURPOSE
The Biology Transfer Pathway A.S. offers students a powerful option: the opportunity to complete an Associate of Science degree whose course credits will directly transfer to designated Biology bachelor's degree programs at Minnesota State universities. The entire curriculum has been carefully designed to guarantee junior-year status to students who have been admitted to one of the seven Minnesota State universities. There, students can complete their bachelor's degree by earning 60 additional credits.

TRANSFER PATHWAYS
With this transfer pathway, you will be able to transfer to the following majors:

At Bemidji State University
Biology – General Biology, BS
Biology – Ecology, Biodiversity, and Evolutionary Biology, BS
Biology – Environmental Science, BS
Minimum admission to major: 2.25 GPA;
Major courses with a "C" or higher

At Metropolitan State University
Biology – BA
Minimum admission to major: 2.25 GPA;
Major courses with a "C" or higher

At Minnesota State University, Mankato:
Biology – BA
Biology – BS
Minimum admission to major: 2.7 GPA

At Minnesota State University, Moorhead:
Biology – BA
Ecology – BA
Minimum admission to major: 2.0 GPA

At Southwest Minnesota State University:
Biology Concentration – BA
Minimum admission to major: A grade point average of 2.5 in all major course work taken at SMSU including courses transferred from other institutions.
A grade point average of 2.00 in all minor course work is required

At St. Cloud State University:
Biology – BA
Minimum admission to major: 2.65 GPA

At Winona State University:
Biology – BA
Minimum admission to major: GPA 2.5,
completion of specific courses with "C" or higher

BIOLOGY TRANSFER PATHWAY CURRICULUM 28 CREDITS

BIOL 1154  Biology: From Cell to Organism ........................................ 4
BIOL 1155  Biology: From Organism to Ecosphere ................................. 5
BIOL 2303  Genetics ........................................................................... 5
BIOL 2205  Microbiology* OR BIOL 2306  General Ecology ....................... 4
CHEM 1061  Principles of Chemistry I .................................................... 5
CHEM 1062  Principles of Chemistry II ................................................... 5

LIBERAL ARTS 32 CREDITS

ENG 1108  Writing and Research Skills ............................................... 4
COMM 1100  Interpersonal Communication ........................................... 3
Mathematical/Logical Reasoning [MnTC Goal 4] ................................. 8
[Required minimum: Math 1118 or higher level classes to fulfill at least 8 cr]
Humanities, Fine Arts and Literature [MnTC Goal 6] ............................. 3
Liberal Arts Electives (Must be MnTC courses) ................................. 11

RECOMMENDED ELECTIVE COURSES

Should be tailored to specific major track and transfer university:
GIS/Geography
Geology or Earth sciences
Higher level math courses, such as Calculus and Statistics
Anatomy and Physiology
Organic Chemistry I and II
Physics
Environmental Science
English Composition (ENG 1111, 1114 or 1130)

*BIOL 2305: Principles of Microbiology (5 credits) will also fulfill this requirement.
RECOMMENDED COURSE OF STUDY FOR BIOLOGY TRANSFER PATHWAY DEGREE A.S.
If you are studying part time, simply follow the order of the courses listed here. Note that not all courses will be available every semester. You will notice that in many instances you will be able to choose the specific course you will take from within a category. For a complete list of MnTC Goal Area course choices, please visit: www.inverhills.edu/MnTC

<table>
<thead>
<tr>
<th>BIOL AS-TRANSFER PATHWAY SEMESTER 1</th>
<th>15 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1108  Writing &amp; Research Skills (MnTC Goal 1, 2)</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1118  College Algebra I (MnTC Goal 4)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 1154  Biology: From Cell to Organism* (MnTC Goal 2, 3a)</td>
<td>4</td>
</tr>
<tr>
<td>COMM 1100  Interpersonal Communication (MnTC Goal 1, 7)</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>BIOL AS-TRANSFER PATHWAY SEMESTER 2</th>
<th>17 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1155  Biology: From Organism to Ecosphere* (MnTC Goal 2, 3a)</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 1061  Principles of Chemistry I* (MnTC Goal 2, 3b)</td>
<td>5</td>
</tr>
<tr>
<td>MATH 1119  College Algebra II or higher level (MnTC Goal 4)</td>
<td>4</td>
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<tr>
<td>MnTC Goal 5</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>BIOL AS-TRANSFER PATHWAY SEMESTER 3</th>
<th>15 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2205¹  Microbiology* OR BOL 2306  General Ecology (MnTC Goal 2, 3a)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1062  Principles of Chemistry II* (MnTC Goal 2, 3b)</td>
<td>5</td>
</tr>
<tr>
<td>Liberal Arts Electives (MnTC courses only)</td>
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<table>
<thead>
<tr>
<th>BIOL AS-TRANSFER PATHWAY SEMESTER 4</th>
<th>13 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2303  Genetics with lab* (MnTC Goal 2, 3a)</td>
<td>5</td>
</tr>
<tr>
<td>MnTC Goal 6</td>
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<tr>
<td>Liberal Arts Electives (MnTC courses only)</td>
<td>5</td>
</tr>
</tbody>
</table>

* Course required for major
¹ BIOL 2305: Principles of Microbiology (5 credits) will also fulfill this requirement.

RECOMMENDED ELECTIVE COURSES

Should be tailored to specific major track and transfer university:

GIS/Geography
Geology or Earth sciences
Higher level math courses, such as Calculus and Statistics
Anatomy and Physiology
Organic Chemistry I and II
Physics
Environmental Science
English Composition (ENG 1111, 1114 or 1130)
AWARDS

BUSINESS TRANSFER PATHWAY DEGREE A.S. .............. 60 cr
CONTEMPORARY BUSINESS PRACTICE A.A.S. .............. 60 cr
INTERNATIONAL BUSINESS A.S. ............................ 60 cr
MARKETING & SALES CERTIFICATE ......................... 16 cr
SMALL BUSINESS DEVELOPMENT CERTIFICATE ...... 17 cr
HUMAN RESOURCE MANAGEMENT CERTIFICATE .... 18 cr
PROJECT MANAGEMENT CERTIFICATE ................... 13 cr
SUPERVISION CERTIFICATE ................................. 12 cr
CUSTOMER SERVICE CERTIFICATE ..................... 12 cr
OFFICE TECHNOLOGY CERTIFICATE ...................... 15 cr

BUSINESS TRANSFER PATHWAY DEGREE A.S.  
(60 CREDITS)

Business Curriculum ........................................ 30 cr
Liberal Arts Curriculum ...................................... 30 cr

CAMPUS CONTACT FOR THIS PROGRAM
Don Cassidy, dcassidy@inverhills.edu

PURPOSE
The Business Transfer Pathway A.S. offers students a powerful option: the opportunity to complete an Associate of Science degree whose course credits will directly transfer to designated Business bachelor’s degree programs at Minnesota State universities. The entire curriculum has been carefully designed to guarantee junior-year status to students who have been admitted to one of the seven Minnesota State universities. There, students can complete their bachelor’s degree by earning 60 additional credits.

TRANSFER PATHWAYS
With this transfer pathway, you will be able to transfer to the following designated baccalaureate degree majors:

At Bemidji State University
BS Business Administration

At Metropolitan State University
BS Management, BS Business Administration

At Minnesota State University, Mankato
BS Management (Human Resource or Business emphasis)

At Minnesota State University, Moorhead
TBD

At Southwest Minnesota State University
BS Management (General Management, Human Resource Management, Supply Chain Management concentrations)

At St. Cloud State University
TBD

At Winona State University
TBD

BUSINESS TRANSFER PATHWAY CURRICULUM  30 CREDITS

BUS 1100  Introduction to Business Applications  and Computing  ......................... 4
BUS 1111  Legal Environment of Business  ......................... 3
BUS 2004  Principles of Marketing  ......................... 3
BUS 2021  Principles of Management  ......................... 3
ACCT 2101  Financial Accounting  ......................... 4
ACCT 2102  Managerial Accounting  ......................... 4
Business Electives  ................................. 9

Electives may be chosen from any business course. Students may also choose to focus electives within the certificate areas of human resource management, marketing and sales, project management, small business development, supervision, office technology, or customer service in an effort to qualify for a certificate in conjunction with the degree. Alternatively, students can focus on International Business core cores to obtain their dual degrees.

LIBERAL ARTS  30 CREDITS

ENG 1108  Writing and Research Skills  ......................... 4
ENG 1130  Writing and Research for the Professions  ......................... 3
ECON 1105  Principles of Macroeconomics  ......................... 3
ECON 1106  Principles of Microeconomics  ......................... 3
COMM 1110  Public Speaking  ......................... 3
MATH 1103  Introduction to Statistics  ......................... 4
MATH 1118  College Algebra or higher-level math  ......................... 4
Humanities/Fine Arts/Literature (MnTC Goal 6)  ......................... 3
Liberal Arts Electives (MnTC courses only)  ......................... 3
RECOMMENDED COURSE OF STUDY FOR BUSINESS TRANSFER PATHWAY A.S. DEGREE
Here is the recommended course of full-time study for the Business Transfer Pathway A.S.. If you are studying part time, please see, “Recommended Part-Time Course of Study,” or follow the order of the courses listed here. Note: Not all courses will be available every semester. For a complete list of MnTC Goal Area course choices, please visit: www.inverhills.edu/MnTC

BUSINESS AS-TRANSFER PATHWAY SEMESTER 1 15 CREDITS
ENG 1108  Writing and Research Skills 4
BUS 1100  Introduction to Business Applications and Computing 4
BUS 2004  Principles of Marketing 3
MATH 1118  College Algebra or higher level MATH 4

BUSINESS AS-TRANSFER PATHWAY SEMESTER 2 16 CREDITS
BUS 2021  Principles of Management 3
BUS 1131  Legal Environment of Business 3
ECON 1105  Principles of Macroeconomics 3
ENG 1130  Writing and Research for the Professions 3
MATH 1103  Introduction to Statistics 4

BUSINESS AS-TRANSFER PATHWAY SEMESTER 3 16 CREDITS
ACCT 2101  Financial Accounting 4
COMM 1100  Public Speaking 3
ECON 1106  Principles of Microeconomics 3
BUS  Business Electives 3
Liberal Arts Electives (MnTC courses only) 3

BUSINESS AS-TRANSFER PATHWAY SEMESTER 4 13 CREDITS
ACCT 2102  Managerial Accounting 4
BUS  Business Electives 6
Humanities/Fine Arts/Literature (MnTC Goal 6) 3

RECOMMENDED PART-TIME COURSE OF STUDY FOR BUSINESS TRANSFER PATHWAY A.S. DEGREE
Here is the recommended course of part-time study for the Business Transfer Pathway A.S. For a complete list of MnTC Goal Area course choices, please visit: www.inverhills.edu/MnTC

BUSINESS AS-TRANSFER PATHWAY SEMESTER 1 8 CREDITS
ENG 1108 Writing and Research Skills 4
BUS 1100 Introduction to Business Applications and Computing 4

BUSINESS AS-TRANSFER PATHWAY SEMESTER 2 9 CREDITS
BUS 2004 Principles of Marketing 3
BUS 2021 Principles of Management 3
Humanities/Fine Arts/Literature (MnTC Goal 6) 3

BUSINESS AS-TRANSFER PATHWAY SEMESTER 3 10 CREDITS
BUS 1131 Legal Environment of Business 3
ECON 1105 Principles of Macroeconomics 3
MATH 1118 College Algebra or higher level MATH 4

BUSINESS AS-TRANSFER PATHWAY SEMESTER 4 10 CREDITS
BUS  Business Electives 3
ACCT 2101 Financial Accounting 4
COMM 1100 Public Speaking 3

BUSINESS AS-TRANSFER PATHWAY SEMESTER 5 10 CREDITS
ENG 1130 Writing and Research for the Professions 3
ECON 1106 Principles of Microeconomics 3
MATH 1103 Introduction to Statistics 4

BUSINESS AS-TRANSFER PATHWAY SEMESTER 6 10 CREDITS
ACCT 2102 Managerial Accounting 4
BUS  Business Electives 6

BUSINESS AS-TRANSFER PATHWAY SEMESTER 7 3 CREDITS
Liberal Arts Electives (MnTC courses only) 3
A.A.S., CONTEMPORARY BUSINESS PRACTICE (60 CREDITS)

Contemporary Business Curriculum .......................... 38 cr 
Electives .............................................................. 22 cr

PURPOSE
This program is designed to prepare students for increased responsibilities in management, supervision, marketing, sales or small business management. The A.A.S. degree provides additional business coursework for individuals who wish to seek new employment after graduation or who wish to enhance their advancement opportunities with their current employers.

PROGRAM INFORMATION
The A.A.S., Contemporary Business Practice degree is fully accredited by the Accreditation Council for Business Schools and Programs. As such, the business department has adopted a continuous improvement process centered on offering coursework that meets the demands of today’s business environment. The program provides for electives in business that allow students to customize their program to meet individual learning objectives as well as fulfill various requirements for four-year bachelor’s degree programs at selected colleges and universities. Because there are fewer liberal arts credits, the A.A.S. degree is not typically recommended for students who plan to earn a bachelor’s degree. Students planning to earn a bachelor’s degree typically consider the Business Transfer Pathway A.S. degree as well as meet with an Inver Hills counselor or advisor early in the program to determine the most appropriate course of action based on educational and career goals.

BUSINESS CURRICULUM 38 CREDITS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1100</td>
<td>Introduction to Business Applications and Computing</td>
<td>4</td>
</tr>
<tr>
<td>BUS 1101</td>
<td>Introduction to Business in Society</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1112</td>
<td>Business Math</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1131</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 2004</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 2021</td>
<td>Principles of Management OR</td>
<td></td>
</tr>
<tr>
<td>BUS 1119</td>
<td>Human Relations in Business</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 2101</td>
<td>Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>Business Electives</td>
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<td></td>
</tr>
</tbody>
</table>

Electives may be chosen from any business course. Students may also choose to focus electives within the certificate areas of human resource management, marketing and sales, project management, small business development, supervision, office technology or customer service in an effort to qualify for a certificate in conjunction with the degree.

LIBERAL ARTS 22 CREDITS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 1108</td>
<td>Writing and Research Skills</td>
<td>4</td>
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<tr>
<td>ENG 1130</td>
<td>Writing and Research for the Professions</td>
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<tr>
<td>COMM 1110</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1105</td>
<td>Principles of Macroeconomics OR</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1106</td>
<td>Principles of Microeconomics</td>
<td>3</td>
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<tr>
<td>Math or Science with Lab (MnTC Goal 3 or 4)</td>
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<tr>
<td>Recommend: MATH 1103 Introduction to Statistics or MATH 1118 College Algebra</td>
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<tr>
<td>Humanities/Fine Arts/Literature (MnTC Goal 6)</td>
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<tr>
<td>Liberal Arts Electives (Restricted to MnTC courses)</td>
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</tbody>
</table>
A.S., INTERNATIONAL BUSINESS
(60 CREDITS)

PURPOSE
This program was developed to provide students an understanding of the forces and the effects of their dynamics on business professionals and systems. It helps prepare students for transfer into four-year degree programs that focus on international business, global studies or international affairs.

PROGRAM INFORMATION
Courses in this program are designed to expose students to a wide variety of business practices, belief systems and perspectives, and give them skills for understanding and incorporating this information into their work in practical ways. Those who plan to transfer should consult with the intended transfer school and an Inver Hills counselor or advisor early in the program to determine the most appropriate course of action.

A.S., INTERNATIONAL BUSINESS CURRICULUM 30 CREDITS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BUS 1101</td>
<td>Introduction to Business in Society</td>
<td>3</td>
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<tr>
<td>BUS 1109</td>
<td>Introduction to International Business</td>
<td>3</td>
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<tr>
<td>BUS 1111</td>
<td>Principles of International Marketing</td>
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<tr>
<td>BUS 1112</td>
<td>Business Math OR</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1103</td>
<td>Introductory Statistics OR</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1118</td>
<td>College Algebra I or higher-level math</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1119</td>
<td>Human Relations in Business OR</td>
<td>3</td>
</tr>
<tr>
<td>BUS 2021</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1113</td>
<td>Introduction to International Law</td>
<td>3</td>
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<tr>
<td>BUS 1115</td>
<td>Principles of International Trade</td>
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<tr>
<td>ACCT 2101</td>
<td>Financial Accounting</td>
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<tr>
<td>BUS 1189</td>
<td>Business Internship</td>
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<td>BUS</td>
<td>Business Electives (any business course)</td>
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LIBERAL ARTS 30 CREDITS

<table>
<thead>
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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENG 1108</td>
<td>Writing and Research Skills</td>
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<tr>
<td>ENG 1130</td>
<td>Writing and Research for the Professions</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1105</td>
<td>Principles of Macroeconomics OR</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1106</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>COMM 1110</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Math or Science with Lab (MnTC Goal 3 or 4)</td>
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<td>Humanities/Fine Arts/Literature (MnTC Goal 6)</td>
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<tr>
<td>Liberal Arts Electives (MnTC courses only)</td>
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</table>

BUSINESS CERTIFICATES
(12-18 CREDITS)

PURPOSE
Students can earn a distinct career credential in these concentrated areas of study within business, each designed to complement work experience or a previous college degree. Credits from the certificate can be applied toward the A.A.S. Contemporary Business Practice degree or Business Transfer Pathway A.S. degree. Students who have any questions related to these certificates as areas of concentration may wish to discuss them with either a business instructor, an academic counselor or an advisor.

MARKETING AND SALES CERTIFICATE
(16 CREDITS)

PURPOSE
This program is designed to provide the foundational knowledge necessary to launch a career in sales and marketing. It is intended for those new to the job market or those wishing to make a career switch to sales and marketing.

MARKETING AND SALES CERTIFICATE CURRICULUM 16 CREDITS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BUS 1100</td>
<td>Introduction to Business Applications and Computing</td>
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<tr>
<td>BUS 1105</td>
<td>Sales and Negotiating Skills</td>
<td>3</td>
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<tr>
<td>BUS 2004</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 2021</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 2320</td>
<td>Project Management and Planning Skills</td>
<td>3</td>
</tr>
</tbody>
</table>

SMALL BUSINESS DEVELOPMENT CERTIFICATE
(17 CREDITS)

PURPOSE
This program is designed to provide foundational knowledge for those seeking to start a new business venture and/or better manage an existing small business.

SMALL BUSINESS DEVELOPMENT CERT. CURRICULUM 17 CREDITS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>BUS 1100</td>
<td>Introduction to Business Applications and Computing</td>
<td>4</td>
</tr>
<tr>
<td>BUS 1160</td>
<td>Entrepreneurship and Small Business Management</td>
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<td>BUS 1131</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 2320</td>
<td>Project Management and Planning Skills</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 2101</td>
<td>Financial Accounting</td>
<td>4</td>
</tr>
</tbody>
</table>
HUMAN RESOURCE MANAGEMENT CERTIFICATE
(18 CREDITS)

PURPOSE
Human Resources Management: A program that generally prepares individuals with experience in the human resource field for taking Professional Human Resource/ Senior Professional Human Resource certification or individuals without experience for human resource entry level positions. Accelerated options are available for this program, providing the opportunity for participants to complete the certificate program, when taking two courses simultaneously, in less than two terms. Specific course calendar should be consulted. This certificate program’s topics include business management and strategy, work force planning and employment, human resource development, compensation and benefits, employee and labor relations, and risk management.

HUMAN RESOURCES MANAGEMENT CURRICULUM 18 CREDITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BUS 1119</td>
<td>Human Relations in Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1122</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1141</td>
<td>Workforce Planning</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1143</td>
<td>Total Reward and Compensation</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1145</td>
<td>Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 2130</td>
<td>Employment Law for Business</td>
<td>3</td>
</tr>
</tbody>
</table>

PROJECT MANAGEMENT CERTIFICATE
(13 CREDITS)

PURPOSE
A program that prepares individuals with critical tools, techniques and skills to work in a dynamic project management environment and learn to run projects within any industry.

PROJECT MANAGEMENT CERTIFICATE CURRICULUM 13 CREDITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BUS 1100</td>
<td>Introduction to Business Applications and Computing</td>
<td>4</td>
</tr>
<tr>
<td>BUS 1176</td>
<td>Project Management Software</td>
<td>3</td>
</tr>
<tr>
<td>BUS 2021</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 2320</td>
<td>Project Management and Planning Skills</td>
<td>3</td>
</tr>
</tbody>
</table>

SUPERVISION CERTIFICATE
(12 CREDITS)

PURPOSE
A program that prepares individuals with responsibility for the day-to-day performance of an individual, group, team, or shift. The program prepares individuals with the knowledge and skills to effectively supervise a group to reach its goals, and resolve problems as they arise.

SUPERVISION CERTIFICATE CURRICULUM 12 CREDITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1118</td>
<td>Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1119</td>
<td>Human Relations in Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1150</td>
<td>Supervisory Techniques for Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 2021</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
</tbody>
</table>

CUSTOMER SERVICE CERTIFICATE
(12 CREDITS)

PURPOSE
A program that prepares individuals for a career as a customer service representative. The program allows students to become proficient in key areas of customer service, including customer communications, conflict resolution, strategic customer retention, and customer service management.

CUSTOMER SERVICE CERTIFICATE CURRICULUM 12 CREDITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>BUS 1101</td>
<td>Intro to Business in Society</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1102</td>
<td>Principles of Customer Service</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1119</td>
<td>Human Relations in Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 2021</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1125</td>
<td>Management of Customer Service</td>
<td>3</td>
</tr>
</tbody>
</table>

OFFICE TECHNOLOGY CERTIFICATE
(15 CREDITS)

PURPOSE
Prepares learners with foundational Microsoft software application knowledge useful in a wide variety of office settings.

OFFICE TECHNOLOGY CERTIFICATE CURRICULUM 15 CREDITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1100</td>
<td>Introduction to Business Applications and Computing</td>
<td>4</td>
</tr>
<tr>
<td>BUS 1170</td>
<td>Microsoft Word</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1172</td>
<td>Intermediate Excel</td>
<td>1</td>
</tr>
<tr>
<td>BUS 1175</td>
<td>Intermediate Access</td>
<td>1</td>
</tr>
<tr>
<td>BUS 1176</td>
<td>Project Management Software</td>
<td>3</td>
</tr>
<tr>
<td>BUS 2021</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
</tbody>
</table>
## Chemistry

### Awards

CHEMISTRY A.S. .................................................. 60 cr
A.A. WITH EMPHASIS, CHEMISTRY ..................... 60 cr

### A.S., Chemistry

(60 Credits)

Chemistry Curriculum ....................................... 30 cr
Liberal Arts ..................................................... 30 cr

### Purpose

This program is designed to prepare students for transfer to a bachelor’s degree program in chemistry, chemical engineering or pre-pharmacy.

### Chemistry Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1061 Principles of Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 1062 Principles of Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 2061 Organic Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 2062 Organic Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 1081 Calc-Based Physics I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 1133 Calculus I</td>
<td>5</td>
</tr>
</tbody>
</table>

### Liberal Arts

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1108 Writing and Research Skills</td>
<td>4</td>
</tr>
<tr>
<td>COMM 1100 OR 1110 OR 2230 OR 2240</td>
<td>3</td>
</tr>
<tr>
<td>History/Social Science/Behavioral Science (MnTC Goal 5)</td>
<td>3</td>
</tr>
<tr>
<td>Humanities/Fine Arts/Literature (MnTC Goal 6)</td>
<td>3</td>
</tr>
<tr>
<td>MnTC Goals 7-10 any course</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Electives (MnTC courses only)</td>
<td>14</td>
</tr>
</tbody>
</table>

1 Students may substitute PHYS 1041 to fulfill this requirement.
2 Students should contact the college or university to which they plan to transfer.

### A.A. with Emphasis, Chemistry

(60 Credits)

Minnesota Transfer Curriculum (MnTC) .......... 40 cr
Pre-major Chemistry A.A. Curriculum .......... 18 cr
Health and Physical Education ................. 2 cr

### Purpose

To prepare students for transfer to a bachelor’s degree program in chemistry, chemical engineering or pre-pharmacy.

Note: To earn the A.A. with Emphasis in Chemistry, students need to complete all requirements for a general A.A. degree incorporating the specific requirements of their chosen emphasis. Careful planning with an academic counselor is strongly advised to tailor the emphasis to meet the requirements of the student’s chosen four-year college or university.

### Chemistry Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1062 Principles of Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 2061 Organic Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 2062 Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1133 Calculus I</td>
<td>5</td>
</tr>
</tbody>
</table>

### Minnesota Transfer Curriculum

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1</td>
<td>9</td>
</tr>
<tr>
<td>Goal 2</td>
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<tr>
<td>Goal 3a</td>
<td>2-3</td>
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<tr>
<td>Goal 3b</td>
<td>7</td>
</tr>
<tr>
<td>Goal 4</td>
<td>3-5</td>
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<tr>
<td>Goal 5</td>
<td>9</td>
</tr>
<tr>
<td>Goal 6</td>
<td>7-8</td>
</tr>
<tr>
<td>Goal 7</td>
<td>1</td>
</tr>
<tr>
<td>Goal 8</td>
<td>1</td>
</tr>
<tr>
<td>Goal 9</td>
<td>1</td>
</tr>
<tr>
<td>Goal 10</td>
<td>1</td>
</tr>
</tbody>
</table>

### Health/Physical Education

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required: Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>Required: Health</td>
<td>1</td>
</tr>
</tbody>
</table>
Construction Management

AWARDS

CONSTRUCTION MANAGEMENT A.S. ............. 60 cr
CONSTRUCTION MANAGEMENT CERTIFICATE .... 30 cr

A.S., CONSTRUCTION MANAGEMENT AND SUPERVISION
(60 CREDITS)

Construction Management Curriculum .......... 21 cr
Construction/Business Electives ................. 9 cr
Liberal Arts ................................... 30 cr

PURPOSE

This program will prepare students for supervisory and management positions in the construction industry. The curriculum combines basic fundamentals with key courses in applied management, engineering, design, and business that are required to manage complex construction projects.

CONSTRUCTION MANAGEMENT CURRICULUM 21 CREDITS

ACCT 2101 Financial Accounting ...................... 4
BUS 2021 Principles of Management ..................... 3
CMSV 2875 Mechanical & Electrical Systems ........... 4
CMSV 2885 Construction Estimating ..................... 4
CMSV 2890 Building Organization & Technology ........ 3
CMSV 1200 Construction Graphics .................. 3

CONSTRUCTION AND BUSINESS ELECTIVES¹ 9 CREDITS

Choose from the following courses:
CMSV 1000¹ Intro to Construction Management ........ 1
CMSV 1100¹ Introduction to Construction .............. 2
CMSV 2100¹ Soils & Concrete Technology ............ 3
CMSV 2870¹ Construction Management .................. 3
CMSV 2900¹ Construction Scheduling .................. 3
CMSV 1189³ Construction Mgmt Internship ........... 3
BUS 1131⁴ Legal Environment of Business ............. 3
BUS 1150⁴ Supervisory Techniques in BUS ............... 3

¹ Students should consult with a counselor or advisor about the best course selection options.
² Intended for students new to Construction Management and the Construction profession
³ Intended for students interested in a direct career path.
⁴ Intended for students transferring to the Minnesota State University Moorhead B.S. program.
⁵ It is recommended that students intending to transfer to the University of Minnesota B.A.S. or Minnesota State University Moorhead B.S. program consult with a counselor about the best course selection options.

LIBERAL ARTS CURRICULUM 30 CREDITS

ENG 1108 Writing and Research Skills ...................... 4
ENG 1111 Research Writing in the Disciplines .......... 2
COMM 1100 Interpersonal Communication ............... 4
PHYS 1041 Algebra & Trig-Based Physics I ............... 4
PHIL 1112 Ethics ................................ 3
MATH 1118 College Algebra I .......................... 4
ART 2300 Architectural History ...................... 3
ECON 1106 Principles of Microeconomics ............... 3
PSYC 1101 Introduction to Psychology ................. 4

CONSTRUCTION MANAGEMENT CERTIFICATE (30 CREDITS)

PURPOSE

This program prepares students for supervisory and management positions in the construction industry.

CONSTRUCTION MANAGEMENT CERTIFICATE 30 CREDITS

ACCT 2101 Financial Accounting ...................... 4
BUS 2021 Principles of Management ..................... 3
CMSV 2100 Soils & Concrete Technology ............ 3
CMSV 2870 Construction Management .................. 3
CMSV 2875 Mechanical & Electrical Systems ........ 4
CMSV 2885 Construction Estimating .................. 4
CMSV 2890 Building Organization & Technology ........ 3
CMSV 2900 Construction Scheduling .................. 3
CMSV 1200 Construction Graphics ................. 3
AWARDS

CORRECTIONS CERTIFICATE .................. 31 cr

CERTIFICATE, CORRECTIONS
(31 CREDITS)

PURPOSE
This certificate prepares students for entry-level positions in a state or local corrections system. This one-year certificate program will provide theoretical and practical knowledge and a well-rounded basis for interacting with corrections clients in a variety of correctional settings.

Note: If you have been arrested, charged or convicted of any criminal offense, you should investigate the impact that the arrest, charge or conviction may have on your chances of employment in the field you intend to study or on your chances to obtain federal, state and other higher education financial aid.

CORRECTIONS CURRICULUM 31 CREDITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJS 1156</td>
<td>American Corrections</td>
<td>3</td>
</tr>
<tr>
<td>CJS 1162</td>
<td>Special Populations in CJ</td>
<td>3</td>
</tr>
<tr>
<td>CJS 2112</td>
<td>Community Corrections</td>
<td>3</td>
</tr>
<tr>
<td>CJS 2114</td>
<td>Legal Issues and Corrections</td>
<td>3</td>
</tr>
<tr>
<td>CJS 2116</td>
<td>Report Writing in Corrections</td>
<td>1</td>
</tr>
<tr>
<td>CJS 2289</td>
<td>Field Experience: Criminal Justice</td>
<td>4</td>
</tr>
<tr>
<td>ENG 1108</td>
<td>Writing and Research Skills</td>
<td>4</td>
</tr>
<tr>
<td>COMM 1100</td>
<td>Interpersonal Communication OR COMM 2240</td>
<td>3</td>
</tr>
<tr>
<td>HLT 1130</td>
<td>Drug Use/Abuse</td>
<td>3</td>
</tr>
<tr>
<td>SOC 1100</td>
<td>Introduction to Sociology</td>
<td>4</td>
</tr>
</tbody>
</table>
AWARD

CRIMINAL JUSTICE A.S. ........................................... 60 cr

A.S., CRIMINAL JUSTICE
(60 CREDITS)

Criminal Justice Curriculum................................. 27 cr
Electives ......................................................... 4 cr
Liberal Arts ..................................................... 29 cr

PURPOSE
This course of study is designed to prepare individuals for careers in corrections, security and law enforcement, and as a transfer program for those seeking a four-year criminal justice-related degree.

CRIMINAL JUSTICE CURRICULUM ............................... 27 CREDITS
CJS 1150 Intro to Criminal Justice .................................. 3
CJS 1152 Police and Community .................................. 3
CJS 1154 Juvenile Justice ........................................ 3
CJS 1156 American Corrections .................................. 3
CJS 2158 Criminology ........................................... 3
CJS 2160 Criminal Justice and the Constitution ............. 3
HLTH 1130 Drug Use/Abuse ................................... 3
PHIL 1112 Ethics ................................................. 3
SOC 1130 Family and Society .................................. 3

ELECTIVES ....................................................... 4 CREDITS

Choose from the following:
EMS 1100 Emergency Medical Responder ...................... 3
PHED 1127 Law Enforcement Physical Skills Training .... 1
POLS 1121 State and Local Government ....................... 3
PSYC 2250 Abnormal Psychology ............................. 3
CJS 2289 Field Experience: Criminal Justice ............... 4

LIBERAL ARTS CURRICULUM .................................... 29 CREDITS
ENG 1108 Writing and Research Skills ......................... 4
ENG 1111 Research Writing in the Disciplines ................ 2
COMM 1100 Interpersonal Communication ................... 3
COMM 2240 Intercultural Communication ...................... 3
Math or Lab Science (MnTC Goal 3 or 4) ......................... 3
PSYC 1101 Introduction to Psychology OR
PSYC 1201 Introduction to Psychology with Laboratory .... 4
SOC 1100 Introduction to Sociology .......................... 4
SOC 1127 Social Inequality: Race, Class, Gender .......... 3
Humanities/Fine Arts/Literature (MnTC Goal 6) ............. 3
**Education Foundations**

**AWARD**

EDUCATION A.S. .............................................60 cr

**A.S., EDUCATION FOUNDATIONS - EARLY CHILDHOOD, ELEMENTARY, MIDDLE AND SECONDARY SCHOOL**

(60 CREDITS)

Education Foundations Curriculum. ...............20 cr
MnTC Curriculum. ......................................40 cr

**PURPOSE**

The Education Foundations program prepares students to the field of teaching through a series of pre-professional introductory courses and recommended electives. The curriculum includes opportunities to examine professional knowledge, engage in reflection, and understand culturally relevant approaches to instruction while also becoming immersed in classroom experiences at local school districts. The A.S. in Educational Foundations prepares students for transfer to a four year college or university to complete a bachelor’s degree and subsequent recommendation for teacher licensure. Students may also have the potential to earn an Associate of Arts, if they complete Physical Education (1 credit) & Health (1 credit).

Note: If you have been arrested, charged or convicted of any criminal offense, you should investigate the impact that the arrest, charge or conviction may have on your chances of employment in the field you intend to study or on your chances to obtain federal, state and other higher education financial aid. Some courses within this program require a criminal background study to successfully complete. Please see the course description section of the catalog for more details. Please refer to the Criminal Background section of the catalog for more information on the criminal background study.

**EDUCATION FOUNDATIONS CURRICULUM**

20 CREDITS

**Requirements (9 cr)**

- EDU 1109 Introduction to Education and Reflective Teaching ...........4
- EDU 1141 Learning Technology for Education .............................2
- EDU 1143 Multicultural Education/Human Relations .....................3

**Electives (11 cr)**

Select from any of the following EDU courses or additional MnTC courses:

- EDU 1110 Education: Early Childhood Birth to Grade 3 .................3
- EDU 1128 Guidance, Communication & Development of Young Children .................................3
- EDU 1130 Early Childhood Education ...................................3
- EDU 1132 Creative Activities for the Young Child ..........................3
- EDU 1136 Infant and Toddler Development .................................3
- EDU 1138 Children with Special Needs ...................................3
- EDU 2008 Children’s Mental Health .........................................2
- EDU 2018 Instructional Strategies for Diverse Learners ..................3
- EDU 2020 Foundations of Early Literacy ..................................3
- EDU 2220 Music Education and Pedagogy ..................................3
- EDU 2805 Introduction to Children’s Literature .............................3
- EDU 2250 Contemporary Education Topics .................................1-3
- MATH 1107 Math Foundations ..................................................4
- MATH 1118 College Algebra I ..................................................4
- HLTH 1130 Drug Use/Abuse ....................................................3
- Physical Education ..............................................................1
- Health ........................................................................................................1

(See MnTC curriculum, next page)
Complete all 10 areas of the Minnesota Transfer Curriculum (MnTC), including all courses listed. A course may satisfy more than one MnTC goal area, but the credits may be counted only once. Students should choose courses to fulfill the area that best work for their intended transfer college/program.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communication (3 courses)</td>
<td>9 ENG 1108, ENG 1111 OR ENG 1114 OR ENG 1130, COMM 1110 [recommended] OR COMM 1100 OR COMM 2230</td>
</tr>
<tr>
<td>2</td>
<td>Critical Thinking</td>
<td>0 Satisfied with required coursework</td>
</tr>
<tr>
<td>3</td>
<td>Natural Science (2 courses, 1 with lab)</td>
<td>6 Life Sciences, Physical Sciences</td>
</tr>
<tr>
<td>4</td>
<td>Mathematical/Logical Reasoning (1 course)</td>
<td>3-5 MATH 1107 OR MATH 1118 [recommended]</td>
</tr>
<tr>
<td>5</td>
<td>History/Social Sciences/Behavioral Sciences (3 courses)</td>
<td>9 Recommend: PSYC 1101 OR 1201, PSYC 1215, SOC 1100</td>
</tr>
<tr>
<td>6</td>
<td>Humanities/Fine Arts/Literature (3 courses)</td>
<td>7-8 3 courses from 2 categories</td>
</tr>
<tr>
<td>7</td>
<td>Human Diversity (1 course)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Global Perspective (1 course)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Ethical and Civic Responsibility (1 course)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>People and the Environment (1 course)</td>
<td></td>
</tr>
</tbody>
</table>
Emergency Medical Services

AWARDS

EMERGENCY MEDICAL SERVICES A.S. ............... 70 cr
EMERGENCY MEDICAL SERVICES A.S.
(ACCELERATED TRACK) ..................... 70 cr
PARAMEDIC DIPLOMA ....................... 40 cr
EMERGENCY MEDICAL TECHNICIAN CERTIFICATE 9 cr
ADVANCED EMERGENCY MEDICAL TECHNICIAN
(AEMT) CERTIFICATE ...................... 10 cr
COMMUNITY PARAMEDIC CERTIFICATE ....... 12 cr

PURPOSE

This program is designed to offer comprehensive education and occupational preparation in the field of advanced pre-hospital emergency care. Paramedics are employed by advanced life support ambulance services as well in various out-of-hospital care settings to provide care in medical and traumatic emergencies. Two degree tracks are offered, both leading to an Associate of Science in Emergency Medical Services; a third diploma option is offered for those who may already have a degree, or are seeking a career as a paramedic without completing additional liberal arts coursework.

The Emergency Medical Services program also offers emergency medical technician (EMT) training in basic emergency medical care, as well as training towards the Advanced EMT certificate.

PROGRAM INFORMATION

A separate program application is required for admittance into the Paramedic Core Program.

A.S., EMERGENCY MEDICAL SERVICES - TRADITIONAL TRACK (PARAMEDIC)
(70 CREDITS)

Paramedic Curriculum ................................ 40 cr
Liberal Arts ........................................... 30 cr

This track leads to an Associate of Science in Emergency Medical Services. Clinical learning experiences are provided with ambulance services and hospitals throughout the metropolitan area. A Minnesota EMT certificate is required prior to taking the pre-core classes. Graduates are awarded an A.S. degree and are eligible to take the National Registry Paramedic written and practical exam.

Note: If you have been arrested, charged or convicted of any criminal offense, you should investigate the impact that the arrest, charge or conviction may have on your chances of employment in the field you intend to study or on your chances to obtain federal, state and other higher education financial aid. Some courses within this program require a criminal background study to successfully complete. Please see the course description section of the catalog for more details. Please refer to the Criminal Background section of the catalog for more information on the criminal background study.

Pre-Core Program

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMS 1122</td>
<td>EMS Systems</td>
<td>2</td>
</tr>
<tr>
<td>EMS 1130</td>
<td>Advanced EMT</td>
<td>4</td>
</tr>
<tr>
<td>EMS 1131</td>
<td>Advanced EMT Practicum</td>
<td>2</td>
</tr>
<tr>
<td>EMS 1188</td>
<td>Advanced EMT Patient Care Experience</td>
<td>2</td>
</tr>
</tbody>
</table>

Paramedic Core

(requires formal acceptance into Paramedic Core program)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMS 2420</td>
<td>Pathophysiology for EMS</td>
<td>3</td>
</tr>
<tr>
<td>EMS 2430</td>
<td>Advanced Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>EMS 2440</td>
<td>Shock and Trauma</td>
<td>2</td>
</tr>
<tr>
<td>EMS 2460</td>
<td>Medical Emergencies I</td>
<td>3</td>
</tr>
<tr>
<td>EMS 2470</td>
<td>Field Skills Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>EMS 2488</td>
<td>Paramedic Patient Care Experience I</td>
<td>2</td>
</tr>
<tr>
<td>EMS 2530</td>
<td>Peds/OB/GYN Emergencies</td>
<td>2</td>
</tr>
<tr>
<td>EMS 2540</td>
<td>Special Rescue Operations</td>
<td>2</td>
</tr>
<tr>
<td>EMS 2560</td>
<td>Medical Emergencies II</td>
<td>4</td>
</tr>
<tr>
<td>EMS 2570</td>
<td>Field Skills Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>EMS 2580</td>
<td>Synthesis of Advanced Life Support</td>
<td>1</td>
</tr>
<tr>
<td>EMS 2588</td>
<td>Paramedic Patient Care Experience II</td>
<td>4</td>
</tr>
</tbody>
</table>

LIBERAL ARTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 1108</td>
<td>Writing and Research Skills</td>
<td>4</td>
</tr>
<tr>
<td>ENG 1111</td>
<td>Research Writing in the Disciplines</td>
<td>2</td>
</tr>
<tr>
<td>COMM 1100</td>
<td>Interpersonal Communication OR</td>
<td>3</td>
</tr>
<tr>
<td>COMM 2240</td>
<td>Intercultural Communication</td>
<td></td>
</tr>
<tr>
<td>BIOL 1120</td>
<td>Exploring Biology OR</td>
<td></td>
</tr>
<tr>
<td>BIOL 1154</td>
<td>Biology: From Cell to Organism</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2201</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2202</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 1230</td>
<td>Psychology of Death, Dying and Loss</td>
<td>3</td>
</tr>
<tr>
<td>History/Social Science/Behavioral Science (MnTC Goal 5)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Humanities/Fine Arts/Literature (MnTC Goal 6)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Developmental math and developmental English courses may be required for admission to the program, but cannot be applied to graduation requirements.
A.S., EMERGENCY MEDICAL SERVICES - ACCELERATED TRACK (PARAMEDIC)
(70 CREDITS)

Department Curriculum ........................................... 40 cr
Liberal Arts ......................................................... 30 cr

PROGRAM INFORMATION
The accelerated track is a separate program offered to paramedics with a current paramedic certification. Students must apply both to the college and the program. Applications are accepted year-round. This track allows working paramedics to complete the A.S. degree at Inver Hills. Students must successfully complete the IHCC credit residency requirement for graduation.

Note: If you have been arrested, charged or convicted of any criminal offense, you should investigate the impact that the arrest, charge or conviction may have on your chances of employment in the field you intend to study or on your chances to obtain federal, state and other higher education financial aid.

DEPARTMENT CURRICULUM ........................................... 40 CREDITS

Equivalent Credit for Paramedic Certificate/Experience ........ 40

Liberal Arts Curriculum .................................................. 30 CREDITS

ENG 1108 Writing and Research Skills .......................... 4
ENG 111 Research Writing in the Disciplines .............. 2
COMM 1100 Interpersonal Communication OR
COMM 2240 Intercultural Communication ................ 3
BIOL 1120 Exploring Biology OR
BIOL 1154 Biology: From Cell to Organism ........ 4
BIOL 2201 Anatomy and Physiology I .................... 4
BIOL 2202 Anatomy and Physiology II ................... 4
PSYC 1230 Psychology of Death, Dying and Loss .... 3
History/Social Science/Behavioral Science (MnTC Goal 5) ....... 3
Humanities/Fine Arts/Literature (MnTC Goal 6) ....... 3

Developmental mathematics and developmental English courses may be required for admission to the program, but credits cannot be applied to graduation requirements.

PARAMEDIC CURRICULUM ........................................... 40 CREDITS

Pre-Core Program
EMS 1122 EMS Systems ................................................. 2
EMS 1130 Advanced EMT ............................................ 2
EMS 1131 Advanced EMT Practicum .................. 2
EMS 1188 Advanced EMT Patient Care Experience .... 2

Paramedic Core
(Require formal acceptance into Paramedic Core program)
EMS 2420 Pathophysiology for EMS .................. 3
EMS 2430 Advanced Pharmacology ..................... 2
EMS 2440 Shock and Trauma ................................. 2
EMS 2460 Medical Emergencies I ...................... 3
EMS 2470 Field Skills Practicum I ....................... 3
EMS 2488 Paramedic Patient Care Experience I .... 2
EMS 2530 Peds/OB/GYN Emergencies .................. 3
EMS 2540 Special Rescue Operations .................. 2
EMS 2560 Medical Emergencies II ..................... 4
EMS 2570 Field Skills Practicum II .................... 2
EMS 2580 Synthesis of Advanced Life Support ....... 1
EMS 2588 Paramedic Patient Care Experience II ...... 4

Developmental mathematics and developmental English courses may be required for admission to the program, but credits cannot be applied to graduation requirements.
EMERGENCY MEDICAL TECHNICIAN (EMT) CERTIFICATE
(9 CREDITS)

PURPOSE
This certificate is designed to provide a basic education in emergency medical care, teach the competencies required for students to prepare for the national certification examination and to prepare students for certification and a career as an Emergency Medical Technician (EMT). This program will teach responsibility in emergency care of the critically sick or injured and develop skills in the use of and care of all basic emergency equipment. The program curriculum includes topics such as patient assessment, trauma skills, care and recognition of heart disease, respiratory problems and other medical emergencies and includes field clinical experience.

In order to enroll in any pre-core paramedic course, you will need to obtain EMT certification.

PROGRAM INFORMATION
The EMT program is approved by the Minnesota Emergency Medical Services Regulatory Board. Participants who successfully complete the certificate program will be eligible to take the National Registry of EMT’s practical and written examinations for State of Minnesota and National Certification and employment as an EMT.

Note: If you have been arrested, charged or convicted of any criminal offense, you should investigate the impact that the arrest, charge or conviction may have on your chances of employment in the field you intend to study or on your chances to obtain federal, state and other higher education financial aid.

EMT CERTIFICATE CURRICULUM 9 CREDITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMS 1101</td>
<td>Emergency Medical Technician</td>
<td>6</td>
</tr>
<tr>
<td>EMS 1102</td>
<td>Emergency Medical Technician Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

ADVANCED EMERGENCY MEDICAL TECHNICIAN (AEMT) CERTIFICATE
(10 CREDITS)

PURPOSE
Designed to provide expanded depth and breadth for students who have completed an Emergency Medical Technician course, this curriculum meets the National EMS Education Standards for training of the Advanced EMT (AEMT). The AEMT provides basic and limited advanced medical care to ill and injured patients above the scope of an EMT. Program curriculum includes pathophysiology of medical and traumatic conditions, critical thinking skills, some advanced airway management, basic pharmacology, incident operations, intravenous therapy and fluid administration along with field and hospital experiences. Curriculum in this certificate may be applied toward the Paramedic Certificate or A.S. degree.

Note: If you have been arrested, charged or convicted of any criminal offense, you should investigate the impact that the arrest, charge or conviction may have on your chances of employment in the field you intend to study or on your chances to obtain federal, state and other higher education financial aid. Some courses within this program require a criminal background study to successfully complete. Please see the course description section of the catalog for more details. Please refer to the Criminal Background section of the catalog for more information on the criminal background study.

CORE AEMT CURRICULUM 10 CREDITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMS 1122</td>
<td>EMS Systems</td>
<td>2</td>
</tr>
<tr>
<td>EMS 1130</td>
<td>Advanced EMT Lecture</td>
<td>4</td>
</tr>
<tr>
<td>EMS 1131</td>
<td>Advanced EMT Lab</td>
<td>2</td>
</tr>
<tr>
<td>EMS 1188</td>
<td>Advanced EMT Experience</td>
<td>2</td>
</tr>
</tbody>
</table>

Current EMT certification required prior to and during all coursework.
COMMUNITY PARAMEDIC CERTIFICATE
(12 CREDITS)

PURPOSE
Provides additional training to certified, experienced paramedics in the areas of public health, health prevention, patient advocacy, triage, disease management, mental health and the management of ongoing illness or injury. The Community Paramedic works under the direction of an EMS Medical Director in cooperation with a primary care doctor. Community Paramedics work for EMS agencies, health care organizations or in other areas of public health.

Note: If you have been arrested, charged or convicted of any criminal offense, you should investigate the impact that the arrest, charge or conviction may have on your chances of employment in the field you intend to study or on your chances to obtain federal, state and other higher education financial aid. Some courses within this program require a criminal background study to successfully complete. Please see the course description section of the catalog for more details. Please refer to the Criminal Background section of the catalog for more information on the criminal background study.

COMMUNITY PARAMEDIC CORE CURRICULUM 12 CREDITS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMSC 2900</td>
<td>Role of the Community Paramedic</td>
<td>2</td>
</tr>
<tr>
<td>EMSC 2910</td>
<td>Community Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EMSC 2920</td>
<td>Pathophysiology and Disease Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>for the Community Paramedic</td>
<td>2</td>
</tr>
<tr>
<td>EMSC 2930</td>
<td>Community Paramedic Patient Care Experience</td>
<td>5</td>
</tr>
</tbody>
</table>
AWARD

ENGINEERING FUNDAMENTALS A.S. .......... 60 cr

A.S., ENGINEERING FUNDAMENTALS
(60 CREDITS)

Engineering Core Curriculum .................. 20 cr
Engineering Specialty Requirement .............. 10 cr
Liberal Arts .............................................. 30 cr

PURPOSE

The A.S. in Engineering Fundamentals prepares students for transfer to a four-year college or university to complete a bachelor's degree in one of the following engineering disciplines: aerospace, biomedical, chemical, civil, computer, electrical, environmental, manufacturing, materials mechanical or nuclear. The program covers courses typically offered in freshman and sophomore years of an accredited engineering curriculum in the United States. Students are strongly recommended to keep themselves informed of the rules and requirements related to the major department at the transfer institution (four-year college or university where they plan to transfer). Students are advised to work with academic advisors and counselors to complete a course plan specific to each engineering discipline listed above.

ENGINEERING CORE CURRICULUM 20 CREDITS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1133</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 1134</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>MATH 2219</td>
<td>Multivariable Calculus</td>
<td>5</td>
</tr>
<tr>
<td>MATH 2223</td>
<td>Differential Equations and Linear Algebra</td>
<td>5</td>
</tr>
</tbody>
</table>

ENGINEERING SPECIALTY REQUIREMENT 10 CREDITS

Choose courses specific to intended engineering major.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR 1100</td>
<td>Intro to Engineering I</td>
<td>2</td>
</tr>
<tr>
<td>ENGR 1101</td>
<td>Intro to Engineering II</td>
<td>2</td>
</tr>
<tr>
<td>ENGR 2000</td>
<td>Thermodynamics</td>
<td>4</td>
</tr>
<tr>
<td>ENGR 2020</td>
<td>Statics</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 2024</td>
<td>Mechanics of Materials</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 2025</td>
<td>Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 2041</td>
<td>Linear Circuits I</td>
<td>4</td>
</tr>
<tr>
<td>ENGR 2042</td>
<td>Linear Circuits II</td>
<td>4</td>
</tr>
<tr>
<td>ENGR 2043</td>
<td>Introduction to Digital Circuits and Logic Design</td>
<td>4</td>
</tr>
<tr>
<td>ENGR 2250</td>
<td>Special Topics in Engineering</td>
<td>1-3</td>
</tr>
<tr>
<td>CHEM 1062</td>
<td>Principles of Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 2061</td>
<td>Organic Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 2062</td>
<td>Organic Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>CS 1119</td>
<td>Programming with C++</td>
<td>4</td>
</tr>
</tbody>
</table>

LIBERAL ARTS CURRICULUM 30 CREDITS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1108</td>
<td>Writing and Research Skills</td>
<td>4</td>
</tr>
<tr>
<td>COMM 1100</td>
<td>Interpersonal Communication OR</td>
<td></td>
</tr>
<tr>
<td>COMM 1110</td>
<td>Public Speaking OR</td>
<td></td>
</tr>
<tr>
<td>COMM 2240</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 1081</td>
<td>Calculus Based Physics I</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 1082</td>
<td>Calculus Based Physics II</td>
<td>5</td>
</tr>
<tr>
<td>History/Social Science/Behavioral Science (MnTC Goal 5)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Humanities/Fine Arts/Literature (MnTC Goal 6)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Goals 7-10 of MnTC</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Electives (MnTC courses only)</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Note: Many Engineering majors and programs require CHEM 1061 and ECON 1106. Student may choose these as part of their liberal arts curriculum to strengthen the degree.
AWARD

WORKPLACE WRITING CERTIFICATE ... 13 cr

WORKPLACE WRITING CERTIFICATE
(13 CREDITS)

PURPOSE
This certificate provides opportunities to learn and improve strategies and skills for effective workplace writing.

WORKPLACE WRITING CERTIFICATE CURRICULUM 13 CREDITS

Required:
ENG 1108 Writing and Research Skills .................. 4
ENG 1118 Style and Correctness for Writers ............ 3
ENG 1130 Writing and Research for the Professions ........ 3

Choose one course from:
ENG 1116 Writing for the Web ......................... 3
ENG 1145 Introduction to Technical Writing ............ 3

*Program pending final Minnesota State approval
Exercise Science

AWARD

EXERCISE SCIENCE A.S. ...........................................60 cr

A.S., EXERCISE SCIENCE
(60 CREDITS)

Exercise Science Curriculum .............................. 15 cr
Liberal Arts ......................................................... 40 cr
Electives .......................................................... 5 cr

PURPOSE
This program begins the preparation for careers in exercise science, kinesiology or physical education, which include fitness specialists, coaches, personal trainers, athletic trainers, teachers and other exercise-related careers.

EXERCISE SCIENCE CURRICULUM ........................ 15 CREDITS
PHED 1100 Introduction to Physical Education, Kinesiology, Exercise and Sport Science ...........................................2
PHED 2100 Anatomical Kinesiology and Biomechanics .............................................3
HLTH 1110 Nutrition ....................................................3
HLTH 1125 First Aid: Responding to Emergencies OR HLTH 1127 American Heart Association Heartsaver ........................................1
HLTH 1155 Lifetime Fitness .............................................2
BIOL 2201 Anatomy and Physiology I ........................................4

Recommended:
BIOL 2202 Anatomy and Physiology II ........................................4
CHEM 1010 Introduction to Chemistry OR
CHEM 1061 Principles of Chemistry I ........................................4-5
MATH 1103 Statistics ......................................................4
PSYC 1101 Introduction to Psychology OR
PSYC 1201 Introduction to Psychology with lab ........................................4
HLTH 1130 Drug Use and Abuse ........................................3
Any other HLTH or PHED courses

LIBERAL ARTS CURRICULUM .................................. 40 CREDITS
Completion of MnTC (all goal areas)

ELECTIVES ............................................................5 CREDITS
Select from MnTC, PHED or HLTH courses
Inver Hills Community College is a member of Minnesota State and is an affirmative action, equal opportunity employer/educator. This information is available in an alternate format by calling 651-450-3884 or TTY/Minnesota Relay at 1-800-627-3529.
**GENDER AND WOMEN STUDIES CURRICULUM**

Incorporate the following gender and women studies coursework into the requirements of an A.A. degree as part of the MnTC or within the elective category.

**Required:**
- GWS 1000 Introduction to Gender and Women Studies
- GWS 1100 Gender, Race and American Culture OR
- GWS 1200 Women and Global Issues

**Choose two additional courses from:**
- BIOL 1114 Critical Issues in Human Biology
- BIOL 1107 Biology of Women
- ENG 2239 Women in Literature
- PSYC 1140 Psychology of Women
- HSER/INTS 1140 Human Sexuality
- HIST 1135 History of the Family
- GWS 1100 Gender, Race and American Culture
- GWS 1200 Women and Global Issues
- GWS 2100 Constructions of Masculinity and Femininity

**MINNESOTA TRANSFER CURRICULUM**

The specific requirements for Health/Physical Education are outlined as part of the Associate of Arts degree. See A.A. degree requirements section of the catalog.

**ELECTIVES**

Courses from any department numbered 1000 or higher. Courses from the Gender and Women Studies emphasis not applied to the MnTC should be incorporated into the elective category.

**HEALTH/PHYSICAL EDUCATION**

The specific requirements for Health/Physical Education are outlined as part of the Associate of Arts degree. See A.A. degree requirements section of the catalog.
AWARD

A.A. WITH EMPHASIS, HISTORY ........................... 60 cr

A.A. WITH EMPHASIS, HISTORY 60 CREDITS)

Minnesota Transfer Curriculum (MnTC) .............. 40 cr
Electives .................................................. 18 cr
Health and Physical Education .......................... 2 cr

PROGRAM INFORMATION

History is more than facts and dates — it is the effort to make sense of change in our lives by studying the way time and space reshapes our values, our institutions and our perceptions. The history department at Inver Hills offers a wide range of courses to help students develop the critical skills and perspectives that historical study can bring to a liberal arts education and to personal insights into the world. From surveys in world and U.S. history to considering family, religion, war, and the ancient and recent past, history offerings at Inver Hills provide breadth of choice, and a strong record of transfer to other institutions.

Note: To earn the A.A. with Emphasis students will need to complete all requirements for a general A.A. degree incorporating the specific requirements of their chosen emphasis. Careful planning with an academic counselor is strongly advised to tailor the emphasis to meet the requirements of the student’s chosen four-year institution.

HISTORY CURRICULUM

Incorporate the following history coursework into the requirements of an A.A. degree as part of the MnTC or within the elective category.

Choose at least two (8 cr)

HIST 1106 World Civilization to 1500 OR ....................... 4
HIST 1107 World Civilization since 1500 OR ...................... 4
HIST 1114 History of the United States to 1877 OR .............. 4
HIST 1115 History of the United States since 1865 .......... 4

Choose from the following courses (8 cr)

HIST 1106 World Civilization to 1500
(MnTC Goals 5, 8) ........................................... 4
HIST 1107 World Civilization since 1500
(MnTC Goals 5, 8) ........................................... 4
HIST 1108 Introduction to Latin American History
(MnTC Goals 5, 8) ........................................... 4
HIST 1114 History of the United States to 1877
(MnTC Goals 5, 8) ........................................... 4
HIST 1115 History of the United States since 1865
(MnTC Goals 5, 8) ........................................... 4
HIST 1118 Wartime: The Great War to War on Terror
(MnTC Goals 5, 9) ........................................... 3
HIST 1122 The United States Since 1945
(MnTC Goals 5, 8) ........................................... 3
HIST 1130 Minnesota History
(MnTC Goals 5, 10) ......................................... 3
HIST 1135 History of the Family
(MnTC Goals 5, 7) ........................................... 3
HIST 2120 Civil War, Reconstruction, Age of Business
(MnTC Goals 5, 7) ........................................... 3
HIST 2125 World Religions, Ancient to Modern
(MnTC Goals 5, 8) ........................................... 4

MINNESOTA TRANSFER CURRICULUM 40 CREDITS

Courses from the History curriculum may be applied to the MnTC requirements. The specific requirements for the MnTC are outlined as part of the Associate of Arts degree. See A.A. degree requirements section of the catalog

ELECTIVES 18 CREDITS

Courses from any department numbered 1000 or higher. Courses from the History emphasis not applied to the MnTC should be incorporated into the elective category.

HEALTH/PHYSICAL EDUCATION 2 CREDITS

The specific requirements for Health/Physical Education are outlined as part of the Associate of Arts degree. See A.A. degree requirements section of the catalog.
Human Services

AWARDS

HUMAN SERVICES A.S. .................................. 60 cr
HUMAN SERVICES ASSISTANT CERTIFICATE .... 30 cr

A.S., HUMAN SERVICES WORKER
(60 CREDITS)

Human Services Curriculum ................. 25 cr
Electives ........................................ 5 cr
Liberal Arts ..................................... 30 cr

PURPOSE
This program provides the educational foundation for students who are interested in employment in human services professions.

PROGRAM INFORMATION
This program helps students confront the realities of a career focused on helping others. Students explore attitudes, thoughts and feelings as they affect their ability to work effectively with others as a human services generalist. Direct experience with human service consumers and agencies, through internship and class experiences, are essential features of this program. Students also can specialize in areas such as mental illness, mental retardation, chemical dependency, child development or aging by focusing their internship and coursework in those areas.

Note: If you have been arrested, charged or convicted of any criminal offense, you should investigate the impact that the arrest, charge or conviction may have on your chances to obtain federal, state and other higher education financial aid. Some courses within this program require a criminal background study to successfully complete. Please see the course description section of the catalog for more details. Please refer to the Criminal Background section of the catalog for more information on the criminal background study.

HUMAN SERVICES CURRICULUM 25 CREDITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSER 1100</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HSER 1104</td>
<td>Multicultural Awareness in the Helping Profession</td>
<td>3</td>
</tr>
<tr>
<td>HSER 1106</td>
<td>Basic Counseling Skills</td>
<td>3</td>
</tr>
<tr>
<td>HSER 1107</td>
<td>Group Processes</td>
<td>3</td>
</tr>
<tr>
<td>HSER 1112</td>
<td>Crisis Assessment and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>HSER 1123</td>
<td>Family Functions and Interactions</td>
<td>3</td>
</tr>
<tr>
<td>HSER 1179</td>
<td>Human Services Seminar²</td>
<td>1</td>
</tr>
<tr>
<td>HSER 1189</td>
<td>Internship¹</td>
<td>6</td>
</tr>
</tbody>
</table>

¹ Can be taken as two 3-credit internships or one 6-credit internship. HSER 1100, HSER 1106 & HSER 1112 must be taken prior to HSER 1179 & 1189. HSER 1179 & HSER 1189 must be taken concurrently.

² If HSER 1179 is taken a second time the credit may be used as an elective.

ELECTIVES 5 CREDITS

Choose from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSER 1101</td>
<td>Introduction to Social Work</td>
<td>3</td>
</tr>
<tr>
<td>HSER/INTS 1103</td>
<td>Adults with Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>HSER 1105</td>
<td>Loss and Grief</td>
<td>2</td>
</tr>
<tr>
<td>HSER 1117</td>
<td>Mental Disorders through the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>HSER 1121</td>
<td>Adolescent and Youth Work</td>
<td>2</td>
</tr>
<tr>
<td>HSER 1125</td>
<td>Action Based Learning Experience</td>
<td>2</td>
</tr>
<tr>
<td>HSER 2250</td>
<td>Contemporary Human Services Topics</td>
<td>1-3</td>
</tr>
<tr>
<td>EDU 1110</td>
<td>Education: Early Childhood Birth to Grade 3</td>
<td>3</td>
</tr>
<tr>
<td>EDU 1128</td>
<td>Guidance/Communication and Development of Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDU 1130</td>
<td>Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 1132</td>
<td>Creative Activities for the Young Child</td>
<td>2</td>
</tr>
<tr>
<td>EDU 1133</td>
<td>Children’s Health, Nutrition, Physical Development, and the Effects of Drugs</td>
<td>3</td>
</tr>
<tr>
<td>EDU 1136</td>
<td>Infant and Toddler Development</td>
<td>3</td>
</tr>
<tr>
<td>EDU 1138</td>
<td>Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>INTS/HSER 1140</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>INTS 1777</td>
<td>The Journey of Love</td>
<td>3</td>
</tr>
<tr>
<td>CJS 1154</td>
<td>Juvenile Justice</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 1130</td>
<td>Drug Use and Abuse</td>
<td>3</td>
</tr>
</tbody>
</table>

any other HSER course

LIBERAL ARTS CURRICULUM 30 CREDITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1108</td>
<td>Writing and Research Skills</td>
<td>4</td>
</tr>
<tr>
<td>COMM 1100</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>Math or Lab Science¹</td>
<td>(MnTC Goal 3 or 4)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1101</td>
<td>Introduction to Psychology OR</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1201</td>
<td>Introduction to Psychology with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>SOC 1100</td>
<td>Introduction to Sociology</td>
<td>4</td>
</tr>
<tr>
<td>Humanities/Literature (MnTC Goal 6)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Electives (MnTC courses only)</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

¹ BIOL 1107 and BIOL 1110 recommended for pre-social work students.
HUMAN SERVICES ASSISTANT CERTIFICATE
30 CREDITS

Human Services Assistant Curriculum .................. 22 cr
Electives .................................................. 8 cr

PURPOSE
This program provides students with the knowledge and skills necessary to obtain entry-level employment in the human services profession.

PROGRAM INFORMATION
Students in this program will acquire theory, knowledge, skills and techniques to prepare them for employment. This program helps students confront directly the realities of a career focused on helping others. Students explore attitudes, thoughts and feelings as they affect their ability to work effectively with others as a human services generalist. Direct experience with human service consumers and agencies, through internship and class experiences, are essential features of this program. Students also can specialize in areas such as mental illness, mental retardation, chemical dependency, child development or aging by focusing their internship and course work in those areas.

Note: If you have been arrested, charged or convicted of any criminal offense, you should investigate the impact that the arrest, charge or conviction may have on your chances of employment in the field you intend to study or on your chances to obtain federal, state and other higher education financial aid. Some courses within this program require a criminal background study to successfully complete. Please see the course description section of the catalog for more details. Please refer to the Criminal Background section of the catalog for more information on the criminal background study.

HUMAN SERVICES ASSISTANT CURRICULUM 22 CREDITS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSER 1100</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HSER 1104</td>
<td>Multicultural Awareness in the Helping Profession</td>
<td>3</td>
</tr>
<tr>
<td>HSER 1106</td>
<td>Basic Counseling Skills</td>
<td>3</td>
</tr>
<tr>
<td>HSER 1107</td>
<td>Group Processes</td>
<td>3</td>
</tr>
<tr>
<td>HSER 1112</td>
<td>Crisis Assessment and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>HSER 1123</td>
<td>Family Functions and Interactions</td>
<td>3</td>
</tr>
<tr>
<td>HSER 1179</td>
<td>Human Services Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HSER 1189</td>
<td>Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

ELECTIVES 8 CREDITS

Select from any HSER elective courses
See Human Services degree electives listing or any of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 1110</td>
<td>Education: Early Childhood Birth to Grade 3</td>
<td>3</td>
</tr>
<tr>
<td>EDU 1128</td>
<td>Guidance/Communication and Development of Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDU 1130</td>
<td>Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 1132</td>
<td>Creative Activities for the Young Child</td>
<td>2</td>
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<tr>
<td>EDU 1133</td>
<td>Children's Health, Nutrition, Physical Development, and the Effects of Drugs</td>
<td>3</td>
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<tr>
<td>EDU 1136</td>
<td>Infant and Toddler Development</td>
<td>3</td>
</tr>
<tr>
<td>EDU 1138</td>
<td>Children with Special Needs</td>
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<tr>
<td>EDU 2008</td>
<td>Children's Mental Health</td>
<td>3</td>
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<tr>
<td>EDU 2020</td>
<td>Foundations of Early Literacy</td>
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<tr>
<td>EDU 2805</td>
<td>Introduction to Children's Literature</td>
<td>3</td>
</tr>
<tr>
<td>CJS 1154</td>
<td>Juvenile Justice</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1215</td>
<td>Child and Adolescent Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1220</td>
<td>Adult and Aging Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 1130</td>
<td>Drug Use and Abuse</td>
<td>3</td>
</tr>
</tbody>
</table>
AWARD

INDIVIDUALIZED PROFESSIONAL STUDIES A.S. . . . . 60 cr

A.S., INDIVIDUALIZED PROFESSIONAL STUDIES
(60 CREDITS)

Individualized Professional Studies .................. 30 cr
Liberal Arts ............................................. 30 cr

PURPOSE
This degree program was designed for you, the adult learner. If you have five or more years of work/life experience past high school and are working toward career advancement, this is for you. The Associate of Science program is intended to provide you with the opportunity to develop a specific focus in an area that is related to your world of work.

In addition, the degree option allows you to use previously earned credits along with the ability to earn college credit for the knowledge and skills you have gained through your work and life experiences. These options allow you, the adult learner to earn your degree in a more cost effective and expedient manner.

PROGRAM INFORMATION
The IPS degree was developed in consultation with leadership from corporate, non-profit, and educational organizations. These leaders helped shape the program and are in agreement that this type of program is needed in all facets of the world of work. Their direction validated the program’s credibility.

PROGRAM FEATURES
• Save time and money by earning credit for prior learning
• Faster degree completion
• Maximum use of previously earned credits
• Seamless Transferability to four year college of choice
• Educational degree planning with personal attention and support
• Be with other adult learners like yourself. The average age of the students in this program is 41.
• Military/Veterans – Learn how to utilize Military College Credits in your degree plan
• Become a member of ASAP - Adult Success through Accelerated Programs.

INDIVIDUALIZED PROFESSIONAL STUDIES  30 CREDITS

All courses must support stated degree objectives, but may come from any discipline including liberal arts.

Planning courses - highly recommended (0-4 cr)
INTS 1010 Educational Planning and Assessment AND/OR .............. 3
INTS 1011 Prior Learning Assessment Development .................... 1

LIBERAL ARTS  30 CREDITS
ENG 1108 Writing and Research Skills ....................................... 4
COMM 1100 OR 1110 OR 2230 OR 2240 ....................................... 3
Math or Lab Science [MnTC Goals 3 or 4] ....................................... 3
History/Social Science/Behavioral Science (MnTC Goal 5) ................ 3
Humanities/Fine Arts/Literature (MnTC Goal 6) ............................... 3
MnTC Goals 7-10 any course ................................................... 3
Liberal Arts Electives (MnTC courses only) .................................... 11

WHAT YOU WILL DO IN INTS 1010 (EDUCATIONAL PLANNING AND ASSESSMENT) AND INTS 1011 (PRIOR LEARNING ASSESSMENT DEVELOPMENT)

• Learn how to be an educated consumer of higher education. Research careers, two year and four year degree options as well as what knowledge and skills you have that can translate into college credits.
• Make sense of your prior college credits, national certifications, military experience, and other training you have received for creating your educational plan.
• Develop your individual two and/or four year degree plan with strategic course selection to validate your current career, prepare for a new career, and ensure easy transfer to a four year college.
• Your program area courses in the IPS degree are created with an area of focus/concentration. Specific student examples include:
  > Human Resource Management
  > Sales and Marketing
  > Youth Advocacy
  > IT Communication
• Learn how to translate your knowledge and skills to earn college credits through Prior Learning Assessment.
PRIOR LEARNING ASSESSMENT (PLA) PROGRAM

It’s real college learning that you have accomplished on your own. Combine your practical application and bridge that knowledge with new learning on concepts and theory in the subject area. Whether your knowledge was learned through work, volunteer or personal experiences, they are valuable and should be validated. You can do this via the PLA program and this will save you time and money towards achieving your academic and professional goals. PLAs are commonly completed in (but not limited to) Business, Communication, Computers, Office Systems, Human Services, Sociology and Interdisciplinary Studies.

PLA Benefits

• Prior Learning Assessments can be utilized in your liberal arts curriculum, major and core curriculum, and/or additional credits for transfer purposes.

• You will save money and time by earning college credit for your knowledge. You can cut your time for degree completion (two and four year) by 75% compared to students who do not take advantage of this opportunity developed especially for adult learners.

• There is no limit to the number of credits you can earn through prior learning. It all depends on your knowledge and skill base.

• Prior learning credits are transferable to four year colleges like Metropolitan State University, Saint Mary’s University, Concordia University, and The College of St. Scholastica.

REASONS TO CHOOSE AN IPS DEGREE

• Job Validation: Have your focus area of your plan mimic what you truly do in your job/career.

• Promotion: If you cannot move forward without an achieved degree, this is for you.

• Career Attainment: Use your current skills in combination with new courses that lead you to a change in your career.

• Personal Reasons: Did you always want to complete your degree, but life got in the way? Do you want to be a role model for your children to prove how important education is at any age? Are you inspired to accomplish a life goal? This is for you.

• Transferability: Build your degree plan to prepare for transfer.

Common Transfer Options

The A.S. in Individualized Professional Studies is intended for transfer to all four year colleges with accelerated adult degree completion programs for earning a bachelor’s degree. These include, but are not limited to:

Saint Mary’s University of Minnesota
Concordia University – St. Paul
The College of St. Scholastica
Augsburg College
Metropolitan State University

Adult Success through Accelerated Programs (ASAP)

For more information call, e-mail or visit:

651-450-3367
ASAP@inverhills.edu
inverhills.edu/LearningSupport/AdultLearners
AWARDS

INFORMATION TECHNOLOGY SUPPORT A.A.S. 60 cr
NETWORK TECHNOLOGY AND SECURITY A.A.S. 60 cr
ADVANCED NETWORK SECURITY CERTIFICATE 15 cr
ADVANCED NETWORK TECHNOLOGY CERTIFICATE 15 cr
IP TELEPHONY CERTIFICATE 15 cr
IT HELP DESK CERTIFICATE 15 cr
MICROSOFT CERTIFIED IT PROFESSIONAL CERTIFICATE 15 cr

A.A.S., INFORMATION TECHNOLOGY SUPPORT
(60 CREDITS)

Information Technology Support 44 cr
Liberal Arts 16 cr

PURPOSE
The Information Technology Support program trains workers for employment providing service to computer users, including hardware and software installation and technical assistance. Coursework includes experiences and instruction in communication and problem-solving skills, as well as technical training with hardware, software, operating systems, applications software, and computer network operations. Designed to prepare graduates to select, maintain, configure, and oversee installation of business-oriented personal computers, software and to support and train users. This program provides the student the opportunity to achieve the following industry certifications; Microsoft Office Specialist (MOS), Microsoft Certified Application Specialist (MCAS), Microsoft Technology Associate, CompTIA’s A+, CompTIA’s Linux+ and Microsoft Certified Technical Specialist (MCTS).

INFORMATION TECHNOLOGY SUPPORT CURRICULUM 44 CREDITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>BUS 1100</td>
<td>Introduction to Business Applications and Computing</td>
<td>4</td>
</tr>
<tr>
<td>ITC 1000</td>
<td>Computer Careers</td>
<td>1</td>
</tr>
<tr>
<td>ITC 1200</td>
<td>Computer Security Awareness</td>
<td>1</td>
</tr>
<tr>
<td>ITC 1400</td>
<td>IT Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>ITC 1480</td>
<td>Linux Essentials</td>
<td>3</td>
</tr>
<tr>
<td>ITC 2000</td>
<td>PC Hardware and Software (A+)</td>
<td>3</td>
</tr>
<tr>
<td>ITC 2100</td>
<td>IT Career Success Skills and Strategies</td>
<td>2</td>
</tr>
<tr>
<td>ITC 2189</td>
<td>Information Technology Careers Internship</td>
<td>3</td>
</tr>
<tr>
<td>ITC 2410</td>
<td>Installing and Configuring Windows Clients</td>
<td>3</td>
</tr>
<tr>
<td>ITC 2420</td>
<td>Configuring Windows Devices</td>
<td>3</td>
</tr>
<tr>
<td>ITC 2430</td>
<td>Installing and Configuring Windows Servers</td>
<td>3</td>
</tr>
<tr>
<td>ITC 2440</td>
<td>Windows Server Identity &amp; Directory Services</td>
<td>3</td>
</tr>
<tr>
<td>ITC 2480</td>
<td>Administering Linux Servers</td>
<td>3</td>
</tr>
<tr>
<td>ITC 2515</td>
<td>Introduction to Networks and Routing and Switching Essentials (CCNA 1/2)</td>
<td>6</td>
</tr>
<tr>
<td>ITC 2900</td>
<td>Information Technology Careers Capstone</td>
<td>3</td>
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LIBERAL ARTS 16 CREDITS

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<th>Course</th>
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<tr>
<td>ENG 1108</td>
<td>Writing and Research Skills</td>
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<tr>
<td>COMM 1100</td>
<td>Interpersonal Communication OR</td>
<td></td>
</tr>
<tr>
<td>COMM 1110</td>
<td>Public Speaking OR</td>
<td></td>
</tr>
<tr>
<td>COMM 2230</td>
<td>Small Group Communication OR</td>
<td></td>
</tr>
<tr>
<td>COMM 2240</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>Math or Science with Lab (MnTC Goal 3 and 4)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>History/Social Science/Behavioral Science (MnTC Goal 5)</td>
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<tr>
<td>Humanities/Fine Arts/Literature (MnTC Goal 6)</td>
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</table>
A.A.S., NETWORK TECHNOLOGY AND SECURITY  
(60 CREDITS)

Network Technology and Security .................. 44 cr  
Liberal Arts ........................................... 16 cr

PURPOSE
This program prepares students for rewarding careers in the dynamic field of computer networking. The continued growth of the Internet, wide area networks (WANs) and local area networks (LANs) requires people with the broad knowledge and skills needed to design, manage, secure and troubleshoot sophisticated information storage, retrieval and presentation systems.

PROGRAM INFORMATION
This educational program covers the workings of networks from an end-user's desktop to a remote server that could be located anywhere in the world. The curriculum has been designed to encompass many of the same competencies that are covered by several recognized industry certifications, for example CompTIA's A+, Server+, Network+, Linux+ and Security+; Cisco CCNA, Cisco Security; and Microsoft Certified Information Technology Professional MCITP, so students will gain the knowledge and skills that are recognized as important for employment in the field.

NETWORK TECHNOLOGY AND SECURITY CURRICULUM  44 CREDITS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ITC 2000</td>
<td>PC Hardware and Software (A+)</td>
<td>3</td>
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<tr>
<td>ITC 2100</td>
<td>IT Career Success Skills and Strategies</td>
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</tr>
<tr>
<td>ITC 2189</td>
<td>Information Technology Careers Internship</td>
<td>3</td>
</tr>
<tr>
<td>ITC 2300</td>
<td>Information Technology Services and Applications</td>
<td>3</td>
</tr>
<tr>
<td>ITC 2410</td>
<td>Installing and Configuring Windows Clients</td>
<td>3</td>
</tr>
<tr>
<td>ITC 2430</td>
<td>Installing and Configuring Windows Servers</td>
<td>3</td>
</tr>
<tr>
<td>ITC 2440</td>
<td>Windows Server Identity &amp; Directory Services</td>
<td>3</td>
</tr>
<tr>
<td>ITC 2480</td>
<td>Administering Linux Servers</td>
<td>3</td>
</tr>
<tr>
<td>ITC 2515</td>
<td>Introduction to Networks and Routing and Switching Essentials (CCNA 1/2)</td>
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<tr>
<td>ITC 2535</td>
<td>Scaling and Connecting Networks (CCNA 3/4)</td>
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<tr>
<td>ITC 2610</td>
<td>CCNP 1 Network Switching</td>
<td>3</td>
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<td>ITC 2830</td>
<td>Implementing Cisco Network Security (CCNA Security)</td>
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<tr>
<td>ITC 2900</td>
<td>Information Technology Careers Capstone</td>
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LIBERAL ARTS  16 CREDITS

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<tr>
<td>ENG 1108</td>
<td>Writing and Research Skills</td>
<td>4</td>
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<td>COMM 1100</td>
<td>Interpersonal Communication OR</td>
<td></td>
</tr>
<tr>
<td>COMM 1110</td>
<td>Public Speaking OR</td>
<td></td>
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<tr>
<td>COMM 2230</td>
<td>Small Group Communication OR</td>
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<tr>
<td>COMM 2240</td>
<td>Intercultural Communication</td>
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<td>Math or Science with Lab (MnTC Goal 3 and 4)</td>
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<tr>
<td>History/Social Science/Behavioral Science (MnTC Goal 5)</td>
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</tr>
<tr>
<td>Humanities/Fine Arts/Literature (MnTC Goal 6)</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
ADVANCED NETWORK SECURITY CERTIFICATE  
(15 CREDITS)

PURPOSE
This certificate program provides comprehensive knowledge and skills needed for I.T. professionals who have network security and information assurance responsibilities. Courses cover the objectives encompassed by industry standards including Security+, Cisco IOS and PIX firewalls, ethical hacking, VPNs, intrusion detection, incident response, and overall security policy and practices. Participants must have CCNA certification or three years of experience as a network technician, administrator or analyst in a Cisco environment.

ADVANCED NETWORK SECURITY CERTIFICATE  15 CREDITS

ITC 2480 Administering Linux Servers .......................... 3
ITC 2820 Information Systems Security Advanced ................. 3
ITC 2830 Implementing Cisco Network Security (CCNA Security) ................................................................. 3
ITC 2840 Advanced Network Security .................................. 3
ITC 2900 Information Technology Careers Capstone ................. 3

IP TELEPHONY CERTIFICATE  
(15 CREDITS)

PURPOSE
IP Telephony is to the new generation of telecommunications as electricity replacing the steam engine was to the Industrial Revolution. This technology holds explosive potential as voice; data and video converge onto a single platform, unifying communications in a way that will transform every aspect of our lives, our businesses and our society.

IP TELEPHONY CERTIFICATE  15 CREDITS

ITC 2720 Implementing Cisco Collaboration Devices ................. 3
ITC 2730 Quality of Service (QoS) .................................................. 3
ITC 2740 Cisco IP Telephony: Integration (Part I) ......................... 3
ITC 2750 Cisco IP Telephony: Integration (Part II) ....................... 3
ITC 2760 IP Telephony: Enterprise Planning and Design .............. 3

I.T. HELP DESK CERTIFICATE  
(15 CREDITS)

PURPOSE
Provides the knowledge and skills for employment in entry level positions that support end users of technology in a networked environment. Students will learn the essential components and functioning of the hardware and software used in PC clients, servers and network hardware. In addition, skills in specific desktop applications, interpersonal relations and customer service will be covered.

I.T. HELP DESK CERTIFICATE  15 CREDITS

ITC 2000 PC Hardware and Software (A+) .............................. 3
ITC 2510 Introduction to Networks (CCNA 1) ......................... 3
ITC 2410 Installing and Configuring Windows Clients ................ 3
ITC 2420 Configuring Windows Devices .................................. 3
BUS 1102 Principles of Customer Service OR
BUS 1125 Management of Customer Service OR
ITC 2189 Information Technology Careers Internship ................ 3

ADVANCED NETWORK TECHNOLOGY CERTIFICATE  
(15 CREDITS)

PURPOSE
Provides I.T. employees with knowledge and skills needed to assume additional or higher level responsibilities for a large networked environment. The curriculum includes essential security concepts that are critical for all I.T. team members and provides flexibility for various areas of current competence and areas of emphasis. Participants must have CCNA certification or three years of experience as a network technician, administrator, or analyst in a Cisco environment.

ADVANCED NETWORK TECHNOLOGY CERTIFICATE  15 CREDITS

ITC 2480 Administering Linux Servers .......................... 3
ITC 2820 Information Systems Security Advanced ................. 3
ITC 2830 Implementing Cisco Network Security (CCNA Security) ................................................................. 3
ITC 2710 Wireless LAN Technology (CCNA Wireless) 3
ITC 2620 CCNP Network Routing .................................. 3
ITC 2630 CCNP Network Troubleshooting ......................... 3

IP HELP DESK CERTIFICATE  
(15 CREDITS)

ITC 2000 PC Hardware and Software (A+) .............................. 3
ITC 2510 Introduction to Networks (CCNA 1) ......................... 3
ITC 2410 Installing and Configuring Windows Clients ................ 3
ITC 2420 Configuring Windows Devices .................................. 3
BUS 1102 Principles of Customer Service OR
BUS 1125 Management of Customer Service OR
ITC 2189 Information Technology Careers Internship ................ 3
MICROSOFT CERTIFIED I.T. PROFESSIONAL (MCITP) CERTIFICATE
(15 CREDITS)

PURPOSE
Microsoft has dominated business computing for many years now. This certificate will provide the student necessary skills to compete in today's business environment, and will provide the student the opportunity to achieve MCITP certification.

<table>
<thead>
<tr>
<th>MICROSOFT CERT. I.T. PROFESSIONAL CERTIFICATE</th>
<th>15 CREDITS</th>
</tr>
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<tbody>
<tr>
<td>ITC 2410 Installing and Configuring Windows Clients</td>
<td>3</td>
</tr>
<tr>
<td>ITC 2420 Configuring Windows Devices</td>
<td>3</td>
</tr>
<tr>
<td>ITC 2430 Installing and Configuring Windows Servers</td>
<td>3</td>
</tr>
<tr>
<td>ITC 2440 Windows Server Identity &amp; Directory Services</td>
<td>3</td>
</tr>
<tr>
<td>ITC 2450 Windows Server Networking</td>
<td>3</td>
</tr>
</tbody>
</table>
AWARDS

LAW ENFORCEMENT A.S. ....................... 68 cr
LAW ENFORCEMENT CERTIFICATE ....... 28-29 cr

A.S., LAW ENFORCEMENT
(68 CREDITS)

Law Enforcement Curriculum .................. 16 cr
Professional Licensing Core ................. 22 cr
Liberal Arts ...................................... 30 cr

PURPOSE
This program is designed to prepare individuals for a career in law enforcement. Graduates are qualified to take the Minnesota Peace Officers Standards and Training (P.O.S.T.) Board Licensing examination.

PROGRAM INFORMATION
The following Inver Hills courses are part of the integrated Associate in Science (A.S.) degree offered by metro area community colleges. Law Enforcement students must meet minimum selection standards under Minnesota Rule 6700.0700, Subpart 1., F. before they will be admitted into the IHCC Law Enforcement Professional Peace Officer Education (PPOE) Program. According to Minnesota Rule, no student may be admitted to the PPOE who has been convicted of any of the crimes listed in MN Rules 6700.0700, Subp. 1., F.

LAW ENFORCEMENT CURRICULUM 16 CREDITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>CJS 1150</td>
<td>Intro to the Criminal Justice System³</td>
</tr>
<tr>
<td>CJS 1152</td>
<td>Police and Community³</td>
</tr>
<tr>
<td>CJS 1154</td>
<td>Juvenile Justice³</td>
</tr>
<tr>
<td>CJS 2160</td>
<td>Criminal Justice and the Constitution</td>
</tr>
<tr>
<td>EMS 1100</td>
<td>Emergency Medical Responder</td>
</tr>
<tr>
<td>PHED 1127</td>
<td>Law Enforcement Physical Skills Training</td>
</tr>
</tbody>
</table>

PROFESSIONAL LICENSING CORE 22 CREDITS

Formal application and acceptance required prior to enrollment in the Professional Licensing Core. Second semester taken at a MN POST Board approved skills provider – separate application required after completion of prerequisite coursework.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>CJS 2225</td>
<td>Criminal Investigations (3 cr)</td>
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<tr>
<td>CJS 2230</td>
<td>Legal Issues in Law Enforcement (3 cr)</td>
</tr>
<tr>
<td>CJS 2231</td>
<td>Minnesota Criminal and Traffic Code (3 cr)</td>
</tr>
<tr>
<td>CJS 2235</td>
<td>Report Writing and Interviewing (2 cr)</td>
</tr>
<tr>
<td>CJS 2240</td>
<td>Police and Human Behavior (3 cr)</td>
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LIBERAL ARTS 30 CREDITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ENG 1108</td>
<td>Writing and Research Skills¹</td>
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<td>ENG 1111</td>
<td>Research Writing in the Disciplines¹</td>
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<tr>
<td>COMM 1100</td>
<td>Interpersonal Communications</td>
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<tr>
<td>Math or Lab Science (MnTC Goal 3 or 4)</td>
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<tr>
<td>PSYC 1101, 1201, 1210, 1215, 1220, or 1230¹</td>
<td>3-4</td>
</tr>
<tr>
<td>SOC 1100</td>
<td>Intro to Sociology¹</td>
</tr>
<tr>
<td>SOC 1127</td>
<td>Social Inequality: Race, Class and Gender¹</td>
</tr>
<tr>
<td>SOC 1130</td>
<td>Family and Society¹</td>
</tr>
<tr>
<td>Humanities/Fine Arts/Literature (MnTC Goal 6)</td>
<td>3-4</td>
</tr>
<tr>
<td>Liberal Arts Electives (MnTC courses only)</td>
<td>0-3</td>
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</tbody>
</table>

¹Required for admission to the Law Enforcement Professional Licensing Core. Each course must be completed with a minimum grade of C and a cumulative GPA of 2.50.
LAW ENFORCEMENT CERTIFICATE
(28-29 CREDITS)

PURPOSE
The Law Enforcement Curriculum Certification Program prepares individuals who have already completed a bachelor’s degree or A.A./A.S. degree, in any discipline, for entry into the law enforcement profession in Minnesota. Completion of this program enables students to enroll in the Professional Licensing Core. Upon successful completion of the certificate program and the Professional Licensing Core, the student will be eligible to take the POST licensing examination, which is required to be hired as a police officer in Minnesota. State requirements to become a police officer include a college degree and a number of specific courses. For individuals already possessing a bachelor’s or A.A./A.S. degree, the Law Enforcement Curriculum Certification Program provides the additional courses that will lead to the practical skills component, which then qualifies the person to take the POST licensing exam. The Inver Hills courses listed below are the required courses to be completed for the Professional Licensing Core. Completion of these courses can be accomplished either by acceptance of equivalent coursework completed elsewhere or by successful completion of the courses at Inver Hills. A minimum grade of C and a cumulative GPA of 2.50 must be earned in the required coursework.

LAW ENFORCEMENT CURRICULUM
28-29 CREDITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 1108</td>
<td>Writing and Research Skills</td>
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<td>ENG 1111</td>
<td>Writing in the Disciplines</td>
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</tr>
<tr>
<td>SOC 1100</td>
<td>Introduction to Sociology</td>
<td>4</td>
</tr>
<tr>
<td>SOC 1127</td>
<td>Social Inequality: Race, Class, Gender</td>
<td>3</td>
</tr>
<tr>
<td>SOC 1130</td>
<td>Family and Society</td>
<td>3</td>
</tr>
<tr>
<td>CJS 1150</td>
<td>Intro to the Criminal Justice System</td>
<td>3</td>
</tr>
<tr>
<td>CJS 1152</td>
<td>Police and Community</td>
<td>3</td>
</tr>
<tr>
<td>CJS 1154</td>
<td>Juvenile Justice</td>
<td>3</td>
</tr>
</tbody>
</table>
AWARD

A.A. WITH EMPHASIS, MATHEMATICS ............. 60 cr

A.A. WITH EMPHASIS, MATHEMATICS
(60 CREDITS)

Minnesota Transfer Curriculum (MnTC) ............ 40 cr
Electives ........................................... 18 cr
Health and Physical Education ..................... 2 cr

PURPOSE
The A.A. with Emphasis in Mathematics is directed toward students intending to transfer to a four-year institution with a major in mathematics. The program allows flexibility for students to plan carefully to complete necessary lower division pre-major requirements at IHCC prior to transferring to their selected college.

Note: To earn the A.A. with Emphasis, students need to complete all requirements for a general A.A. degree incorporating the specific requirements of their chosen emphasis. Careful planning with an academic counselor is strongly advised to tailor the emphasis to meet the requirements of the student’s chosen four-year college or university.

MATHEMATICS CURRICULUM

Incorporate the following Mathematics coursework into the requirements of an A.A. degree as part of the MnTC or within the elective category.

Required:
MATH 1134  Calculus II ........................................... 5
MATH 2219  Multivariable Calculus .......................... 5
MATH 2221  Intro to Linear Algebra ............................ 3
MATH 2222  Intro to Differential Equations ................... 3

MINNESOTA TRANSFER CURRICULUM  40 CREDITS

Courses from the Mathematics curriculum may be applied to the MnTC requirements. The specific requirements for the MnTC are outlined as part of the Associate of Arts degree. See A.A. degree requirements section of the catalog.

ELECTIVES  18 CREDITS

Courses from any department numbered 1000 or higher. Courses from the Math emphasis not applied to the MnTC should be incorporated into the elective category.

HEALTH/PHYSICAL EDUCATION  2 CREDITS

The specific requirements for Health/Physical Education are outlined as part of the Associate of Arts degree. See A.A. degree requirements section of the catalog.
AWARD

MUSIC A.F.A. .................................................. 68 cr

ASSOCIATE OF FINE ARTS, MUSIC
(68 CREDITS)

Music Curriculum .......................................... 20 cr
Music Electives ............................................. 10 cr
Business and Economics ..................................... 8 cr
Liberal Arts .................................................... 30 cr

PURPOSE
This program provides the educational foundation for students who are interested in employment in music industry professions. This two-year degree provides a basic foundation for students pursuing their Bachelor of Fine Art in music or bachelor’s degree in music industry/business, and for students interested in entering the music industry job market. Students will take 30 credits in general requirements and 38 credits in music and related courses. An internship in the final semester will prepare students by offering a hands-on practical learning experience while also teaching networking skills, resume building and skills for applying to other schools, jobs and grants.

PROGRAM INFORMATION
The A.F.A. gives music students a strong foundation for transfer to a four-year institution while offering opportunities for hands-on learning in the music industry and establishing tangible connections to music industry professionals. The focus will be on offering students a holistic approach to music including taking courses in music history, music theory, music performing ensemble, music industry, applied lessons and an internship that provides training in a specific area of focus. Students may be able to transfer with junior status to a four-year institution and/or gain meaningful employment in the music industry.

MUSIC CURRICULUM 20 CREDITS

Required:
MUSC 1104 Class Piano I 1 ........................................ 3
MUSC 1111 Music Theory I ........................................ 2
MUSC 1112 Music Theory II ....................................... 2
MUSC 1113 Aural Skills I ........................................... 2
MUSC 1114 Aural Skills II .......................................... 2
MUSC 2128 History of Western Music Ancient to 1700 ....... 3
MUSC 2129 History of Western Music 1700 to 1900 ......... 3
MUSC 2189 Music Industry Internship 2 .......................... 3

MUSIC ELECTIVES CURRICULUM 10 CREDITS

Choose 6 credits from the following:
MUSC 1147 Music Business - Marketing, Promotion and Publishing ........................................... 3
MUSC 1148 Intro to Audio/Video Production ................................................................. 3
MUSC 1152 Intro to Audio Recording .............................................................. 3
MUSC 1153 Intro to Midi and Sound Design ............................................................... 3

Choose 2 credits from the following:
MUSC 2105 Choir .................................................. 2
MUSC 1109 African Drum and Dance .................................................. 2
MUSC 1121 IHCC Steel Drum Ensemble .................................................. 2

Choose 2 credits from the following:
MUSC 1131 Applied Piano ......................................... 2
MUSC 1132 Applied Voice ........................................... 2
MUSC 1133 Applied Guitar ........................................... 2
MUSC 1134 Applied Percussion ...................................... 2
MUSC 1135 Applied Lessons - Instrumental .......................... 2
MUSC 1136 Applied High Brass ....................................... 2
MUSC 1137 Applied Low Brass ......................................... 2
MUSC 1138 Applied Strings ........................................... 2
MUSC 1139 Applied Woodwinds ...................................... 2

1This requirement can be waived if students pass competency exam; however, students will not be granted credit for a passing test and will have to choose another MUSC elective to fulfill the credit requirements.
2The internship is required for completion of the degree and will be arranged by the department.
2Some of these courses may also count toward the Liberal Arts Curriculum.

(See further requirements, next page)
### BUSINESS AND ECONOMICS CURRICULUM  
**8 CREDITS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 2004</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1109</td>
<td>Introduction to International Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1111</td>
<td>Principles of International Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 1115</td>
<td>Principles of International Trade</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1105</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1106</td>
<td>Principles of Microeconomics</td>
<td>3</td>
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</table>

### LIBERAL ARTS  
**30 CREDITS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1108</td>
<td>Writing and Research Skills</td>
<td>4</td>
</tr>
<tr>
<td>COMM 1100 OR 1110OR 2230 OR 2240</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Math or Science with Lab (MnTC Goals 3 or 4)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>History/Social Science/Behavioral Science (MnTC Goal 5)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MnTC Goals 7-10 any course</td>
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<td>3</td>
</tr>
<tr>
<td>Liberal Arts Electives (MnTC courses only)</td>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>
AWARDS
NURSING A.S. ................................................. 75 cr
NURSING ASSISTANT CERTIFICATE .................. 5 cr

A.S., NURSING
(75 CREDITS)
Nursing Curriculum ..................................... 35 cr
Liberal Arts ................................................. 40 cr

BACHELOR OF SCIENCE IN NURSING
As a dual enrollment nursing program with Metropolitan State University students can continue coursework to complete their bachelor's degree upon the completion of associate degree requirements (listed below). For more information about the bachelor's degree visit: www.metrostate.edu.

PROGRAM INFORMATION
Inver Hills Community College nursing program is a member of the Minnesota Alliance for Nursing Education (MANE) consortium. MANE is an innovative nursing education consortium between a state university and 7 community colleges. This partnership includes Metropolitan State University, Anoka-Ramsey Community College, Century College, Inver Hills Community College, Normandale Community College, North Hennepin Community College, Ridgewater Community College, and Riverland Community College. This transformative approach to nursing education encourages deep understanding of key nursing concepts while addressing the changing healthcare environment.

The consortium has evolved in response to the evidence and with a commitment to excellence and innovation to partner to expand the capacity for baccalaureate prepared nurses in Minnesota. The goal of MANE is to make baccalaureate nursing education available to students across the state, allowing qualified students to graduate with a baccalaureate degree within four years on every partner campus. The collaborative nursing curriculum, developed jointly with practice partners will prepare the nurse of the future to care for Minnesota's increasingly diverse and aging population.

Clinical learning experiences are provided at hospitals and community health care facilities within St. Paul and the surrounding suburbs. Two unique nursing curricular tracks are offered, leading to the Associate in Science Degree (A.D.) in Nursing. The basic Nursing Program requires completion of the entire three semester nursing course sequence and liberal arts requirements. Students are encouraged to continue through to a Bachelor's of Science degree in Nursing. In the acute care setting, preference for hiring is given to applicants who have completed a Bachelor's in Nursing or are enrolled in a Bachelor's degree program.

The Nursing Program is approved by the Minnesota Board of Nursing and accredited by National League for Nursing Accrediting Commission, Inc., 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326 (404) 975-5000.

MANE MISSION
The mission of the Minnesota Alliance for Nursing Education (MANE) program is to increase baccalaureate prepared nurses in Minnesota through transformative educational strategies

MANE VISION
To prepare professional nurses to promote health and meet the evolving and complex health care needs of our communities.

MANE GOAL
The goal of MANE is to make baccalaureate nursing education available to students across the state, allowing qualified students to graduate with a baccalaureate degree within four years on every partner campus.

IHCC NURSING PROGRAM PHILOSOPHY
The core of the Inver Hills Associate Degree Nursing Program belief system is to provide a quality student-centered education which promotes life-long learning. Faculty believes in facilitating an intellectual learning environment through the use of evidence based practice, innovative teaching strategies, and role modeling. Students and faculty advocate for the community; understanding the diverse needs of the people we serve. We believe health is a dynamic process and vacillates individually and collectively. We believe nursing uses integrative knowledge and caring which requires a holistic approach that embraces the dignity and strength of each individual.

EDUCATIONAL MOBILITY
The MANE curriculum is designed as a dual enrollment Bachelor's of Science in Nursing degree program with the option to graduate with an Associate of Science in Nursing Degree after completing 75 credits. Students are eligible to apply and register for the NCLEX-RN licensure exam after completing five semesters (Benchmark-curriculum plan). Students who opt to graduate with an ADN may choose to re-enter the program after obtaining licensure within three years to complete their BSN.
ADMISSION PROCESS
The nursing program is a selective admission program; admission is highly competitive. Before applicants are eligible to apply, they must complete a number of requirements. Applicants then are offered admission to the program based on a ranked score. Meeting the minimum admission requirements to be placed in the candidate pool for admission consideration does not guarantee admission to the program. Students who are not admitted to the program may reapply the next available admission date.

Once accepted, students are required to submit the Health Immunization Record and to complete and pass a criminal background study required by the state of Minnesota. Background clearance must be obtained to participate in clinicals throughout the Nursing Program. A current Healthcare Provider Cardiopulmonary Resuscitation (CPR) card is required to be maintained throughout the program.

Admission policies are subject to change. Applications will be accepted under the terms in place at the time of application and received by the nursing department. It is the responsibility of the student to keep up to date on any changes that may affect their qualifications for acceptance.

Students are advised to consult with a counselor or academic advisor to plan pre-entry and initial course work. A brochure outlining admission requirements and procedures in addition to a suggested sequence of courses is available from enrollment services or online at www.inverhills.edu.

GENERAL REQUIREMENTS FOR THE A.S. IN NURSING
1. At least 75 credits.
2. A grade of C or better in each required nursing and liberal arts course.
3. Must maintain a grade of C or higher in all college coursework and Satisfactory Academic Progress (SAP) status to progress in the nursing program.

NURSING CURRICULUM

Fall or Spring semester start

<table>
<thead>
<tr>
<th>Course</th>
<th>Catalog Number</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 2700</td>
<td>Foundations of Nursing-Health Promotion</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>NURS 2750</td>
<td>Nutrition and the Role of the Professional Nurse</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>NURS 2800</td>
<td>Chronic and Palliative Care in Nursing</td>
<td>7</td>
<td></td>
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<tr>
<td>NURS 2820</td>
<td>Pharmacology and the Role of the Professional Nurse</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS 2850</td>
<td>Applied Pathophysiology for Nursing I</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>NURS 2900</td>
<td>Acute and Complex Care in Nursing</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>NURS 2920</td>
<td>Applied Pathophysiology for Nursing II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>NURS 2950</td>
<td>Nursing Leadership I</td>
<td>3</td>
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</table>

LIBERAL ARTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Catalog Number</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1108</td>
<td>Writing and Research Skills</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>COMM 1100</td>
<td>Interpersonal Communication OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMM 2230</td>
<td>Small Group Communication OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMM 2240</td>
<td>Intercultural Communication</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIOL 1120</td>
<td>Exploring Biology OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 1154</td>
<td>Biology: From Cell to Organism</td>
<td>4</td>
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<tr>
<td>BIOL 2201</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
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<tr>
<td>BIOL 2202</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BIOL 2205</td>
<td>Microbiology IHad</td>
<td>4</td>
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<tr>
<td>PSYC 1101</td>
<td>Introduction to Psychology OR</td>
<td>4</td>
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<td>PSYC 1201</td>
<td>Introduction to Psychology with Lab</td>
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<td>PSYC 1210</td>
<td>Lifespan Development</td>
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<td>Humanities/Fine Arts/Literature (MnTC Goal 6)</td>
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<tr>
<td>ANTH 1110</td>
<td>Cultural Anthropology OR</td>
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<td></td>
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<tr>
<td>ANTH 1130</td>
<td>Introduction to Biological Anthropology OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH 2130</td>
<td>Medical Anthropology OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 1127</td>
<td>Social Inequities</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHIL 1112</td>
<td>Ethics OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 1114</td>
<td>Critical Issues in Human Biology</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

¹See Catalog for course prerequisite
²BIOL 2305 may be substituted to fulfill this requirement
³PSYC 1215 combined with 1220 may be substituted for PSYC 1210
⁴BIOL 1115 may be substituted to fulfill this requirement
NURSING ASSISTANT CERTIFICATE
(5 CREDITS)

PURPOSE
Provides training required for basic entry into health care as a nursing assistant or home health aide, including 24 hours of supervised clinical experience in a long-term care facility. Students are prepared to take the state registry exam for certification upon completion of the course. The course meets the NA requirement for admission to the Inver Hills Community College Nursing Program.

Note: If you have been arrested, charged or convicted of any criminal offense, you should investigate the impact that the arrest, charge or conviction may have on your chances of employment in the field you intend to study or on your chances to obtain federal, state and other higher education financial aid. To complete the requirements of the course students will need to receive a criminal background clearance. Please refer to the Criminal Background section of the catalog for more information on the criminal background study.

NURSING CORE CURRICULUM 5 CREDITS

NURS 1001 Nursing Assistant ...........................................................5

Note: To complete the requirements of the course students will need to receive a criminal background clearance. Please refer to the Criminal Background section of the catalog for more information on the criminal background study.
### Paralegal

#### Awards

**Paralegal A.S.** .......................... 60 cr  
**Post-Graduate Paralegal Certificate**  ............ 30 cr

#### Credit Transfer Policy

The paralegal program has specific credit transfer requirements for paralegal courses in the A.S. degree and certificate. See the Paralegal Program website for details. Students must prepare a petition for transfer of credits that shall be reviewed and approved by the paralegal program director unless the paralegal department has documented prior approval of the paralegal course transfer.

**Note:** If you have been arrested, charged or convicted of any criminal offense, you should investigate the impact that the arrest, charge or conviction may have on your chances of employment in the field you intend to study or on your chances to obtain federal, state, and other higher education financial aid.

#### A.S., Paralegal  
(60 Credits)

Paralegal Curriculum .......................... 30 cr  
Liberal Arts ................................. 30 cr

#### Purpose

Approved by the American Bar Association, the Inver Hills paralegal program develops graduates who are prepared to assume the general and ethical responsibilities of paralegals and offers quality, practical coursework (traditionally or partly online), that includes a paralegal internship.

#### Program Information

Lawyers often can deliver legal services more efficiently and economically with the aid of paralegals. Although not independently licensed to practice law, paralegals are professionals trained to assist lawyers in specifically delegated substantive legal work for which lawyers are responsible.

#### Outcomes/Objectives

The paralegal program prepares graduates for work under the supervision of attorneys in civil, criminal and family law, as well as litigation, probate and estates, real estate, and business organizations. Graduates are trained to: 1) apply and interpret the law and legal procedures in rendering direct assistance to lawyers, 2) conduct competent legal research, writing, and communication, 3) prepare legal documents, 4) analyze procedural and substantive legal problems, 5) interview clients and witnesses, 6) investigate and manage cases, and 7) demonstrate technological skills and familiarity with computerized databases. Paralegals and program graduates do not practice law or give legal advice unless permitted by law.

#### Paralegal Electives

The following paralegal electives enhance students’ skills and increase knowledge in these areas of law, but do not count toward the required paralegal coursework to graduate. Students with paralegal experience may petition to substitute one 2-credit paralegal class from the paralegal elective classes below (except Law Office Procedures and Technology) for the 2-credit paralegal internship.

<table>
<thead>
<tr>
<th>Paralegal Electives</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 1115: Law Office Procedures and Technology</td>
<td>2</td>
</tr>
<tr>
<td>PA 2206: Interviewing and Investigative Techniques for Paralegals</td>
<td>2</td>
</tr>
<tr>
<td>PA 2208: Employment Law</td>
<td>2</td>
</tr>
<tr>
<td>PA 2212: Personal Injury and E-Discovery</td>
<td>2</td>
</tr>
<tr>
<td>PA 2218: Computerized Legal Research and the Internet</td>
<td>2</td>
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</tbody>
</table>

#### Paralegal Curriculum  
30 Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PA 1102</td>
<td>Introduction to the Law and Contracts</td>
<td>4</td>
</tr>
<tr>
<td>PA 1103</td>
<td>UCC and Business Organizations</td>
<td>4</td>
</tr>
<tr>
<td>PA 1105</td>
<td>Criminal Justice System</td>
<td>2</td>
</tr>
<tr>
<td>PA 2201</td>
<td>Family Law</td>
<td>3</td>
</tr>
<tr>
<td>PA 2202</td>
<td>Litigation and Trial Practice</td>
<td>3</td>
</tr>
<tr>
<td>PA 2204</td>
<td>Probate Law</td>
<td>3</td>
</tr>
<tr>
<td>PA 2205</td>
<td>Real Estate Law</td>
<td>3</td>
</tr>
<tr>
<td>PA 2220</td>
<td>Legal Research</td>
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<tr>
<td>PA 2222</td>
<td>Legal Writing and Analysis</td>
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</tr>
<tr>
<td>PA 2289</td>
<td>Paralegal Internship</td>
<td>2</td>
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</table>

Students must obtain the program director’s written approval one semester in advance of registration for internship.

#### Liberal Arts  
30 Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 1108</td>
<td>Writing and Research Skills</td>
<td>4</td>
</tr>
<tr>
<td>ENG 1111</td>
<td>Research Writing in the Disciplines OR</td>
<td>2-3</td>
</tr>
<tr>
<td>ENG 1114</td>
<td>Research Paper</td>
<td>2</td>
</tr>
<tr>
<td>COMM 1100, 1110 or 2230</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 2240</td>
<td>Intercultural Communication</td>
<td>3</td>
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<tr>
<td>Liberal Arts Electives (MnTC courses only)</td>
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</tr>
</tbody>
</table>
POST-GRADUATE PARALEGAL CERTIFICATE  
(30 CREDITS)

PURPOSE
The Post-Graduate Paralegal Certificate is designed for students who wish to become paralegals and already possess a bachelor's or associate of science/arts degree that includes completion of ENG 1111 or 1114 or equivalent. College graduates may complete the requirements for the certificate in 18 months and must submit an official transcript of their bachelor's or requisite associate degree.

Approved by the American Bar Association, the Inver Hills paralegal program develops graduates who are prepared to assume the general and ethical responsibilities of paralegals, and offers quality, practical coursework (traditionally or partly online), that includes a paralegal internship.

PROGRAM INFORMATION
Lawyers often can deliver legal services more efficiently and economically with the aid of paralegals. Although not independently licensed to practice law, paralegals are professionals trained to assist lawyers in specifically delegated substantive legal work for which lawyers are responsible.

OUTCOMES/OBJECTIVES
The paralegal program prepares graduates for work under the supervision of attorneys in civil, criminal and family law, as well as litigation, probate and estates, real estate, and business organizations. Graduates are trained to: 1) apply and interpret the law and legal procedures in rendering direct assistance to lawyers, 2) conduct competent legal research, writing, and communication, 3) prepare legal documents, 4) analyze procedural and substantive legal problems, 5) interview clients and witnesses, 6) investigate and manage cases, and 7) demonstrate technological skills and familiarity with computerized databases. Paralegals and program graduates do not practice law or give legal advice unless permitted by law.

PARALEGAL CURRICULUM  
30 CREDITS

<table>
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<tr>
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<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>PA 1102</td>
<td>Introduction to the Law and Contracts</td>
<td>4</td>
</tr>
<tr>
<td>PA 1103</td>
<td>UCC and Business Organizations</td>
<td>4</td>
</tr>
<tr>
<td>PA 1105</td>
<td>Criminal Justice System</td>
<td>2</td>
</tr>
<tr>
<td>PA 2201</td>
<td>Family Law</td>
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<tr>
<td>PA 2202</td>
<td>Litigation and Trial Practice</td>
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<td>PA 2204</td>
<td>Probate Law</td>
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<tr>
<td>PA 2220</td>
<td>Legal Research</td>
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</tr>
<tr>
<td>PA 2222</td>
<td>Legal Writing and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PA 2289</td>
<td>Paralegal Internship</td>
<td>2</td>
</tr>
</tbody>
</table>

Students must obtain the program director’s written approval one semester in advance of registration for internship.

PARALEGAL ELECTIVES
The following paralegal electives enhance students’ skills and increase knowledge in these areas of law, but do not count toward the required paralegal coursework to graduate. Students with paralegal experience may petition to substitute one 2-credit paralegal class from the paralegal elective classes below (except Law Office Procedures and Technology) for the 2-credit paralegal internship.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 1115</td>
<td>Law Office Procedures and Technology</td>
<td>2</td>
</tr>
<tr>
<td>PA 2206</td>
<td>Interviewing and Investigative Techniques</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>for Paralegals</td>
<td></td>
</tr>
<tr>
<td>PA 2208</td>
<td>Employment Law</td>
<td>2</td>
</tr>
<tr>
<td>PA 2212</td>
<td>Personal Injury and E-Discovery</td>
<td>2</td>
</tr>
<tr>
<td>PA 2218</td>
<td>Computerized Legal Research and the Internet</td>
<td>2</td>
</tr>
</tbody>
</table>
AWARD

PHYSICAL EDUCATION A.S. .............................. 60 cr

A.S., PHYSICAL EDUCATION
(60 CREDITS)

Physical Education Curriculum ......................... 30 cr
Liberal Arts .................................................. 30 cr

PURPOSE

The purpose of this degree is to prepare students to seamlessly transfer into a four-year teaching program in physical education. Students will gain knowledge of the human body systems and their adaptations due to exercise, exercise prescription and wellness management. Students also may use this degree to work in the fitness industry.

PHYSICAL EDUCATION CURRICULUM  .... 30 CREDITS

EDU 1109  Introduction to Education and Reflective Teaching .... 4  
BIOL 2201  Anatomy and Physiology ¹ .................. 4  
PHED 1100  Introduction to Physical Education, Kinesiology, Exercise and Sport Science .......... 2  
PHED 1109  Weight Training ² ......................... 2  
PHED 2100  Anatomical Kinesiology and Biomechanics ........................................ 3  
HLTH 1120  Personal Health .................................. 3  
HLTH 1125  First Aid: Responding to Emergencies .... 3  
HLTH 1130  Drug Use and Abuse ................................ 3  
HLTH 1155  Lifetime Fitness ............................... 2  

Electives:

Any HLTH or PHED courses ² OR BIOL 2202 .................. 4

LIBERAL ARTS ................................................. 30 CREDITS

ENG 1108  Writing and Research Skills ................. 4  
COMM 1100  Public Speaking .................................. 3  
MnTC Goals 3-4 (completed in Physical Education curriculum)  
History/Social Science/Behavioral Science ³ (MnTC Goal 5) ........ 3  
Humanities/Fine Arts/Literature ³ (MnTC Goal 6) ............ 3  
MnTC Goals 7-10 any course ³ ............................. 3  
Liberal Arts Electives ³ [MnTC courses only] .............. 14

¹Prerequisite of BIOL 1120 or 1154 or equivalent biology course (AP, IB)
²Students are required to do a capstone project for all PHED activity courses. See the instructor for specific requirements.
³See a counselor for appropriate selections for your intended transfer institution.
AWARD

A.A. WITH EMPHASIS, POLITICAL SCIENCE .......................... 60 cr

A.A. WITH EMPHASIS, POLITICAL SCIENCE
(60 CREDITS)

Minnesota Transfer Curriculum (MnTC) ..................... 40 cr
Electives .................................................. 18 cr
Health and Physical Education ................................. 2 cr

PURPOSE
To prepare students interested in continuing political science-related studies at subsequent colleges and universities and, ultimately, for a wide range of careers in federal, state and local governments; law; business; international organizations; nonprofit organizations; political campaign operation and polling; journalism; K-12 education; and university and college teaching and research.

Note: To earn the A.A. with Emphasis, students need to complete all requirements for a general A.A. degree incorporating the specific requirements of their chosen emphasis. Careful planning with an academic counselor is strongly suggested to tailor the emphasis to meet the requirements of the student’s chosen four-year institution.

POLITICAL SCIENCE CURRICULUM

Incorporate the following political science coursework into the requirements of an A.A. degree as part of the MnTC or within the elective category.

Required:
POLS 1111 American Politics & Government OR
POLS 1101 Intro to Political Science ........................................ 3

Choose three additional courses from:
POLS 1111 American Politics and Government (MnTC Goals 5, 9)
POLS 1101 Intro to Political Science (MnTC Goals 5, 9)
POLS 1121 State and Local Government (MnTC Goals 5, 9)
POLS 1131 Intro to World Politics (MnTC Goals 5, 8)
POLS 1141 Intro to Environmental Politics (MnTC Goals 5, 10)
POLS 1161 Constitutional Law (MnTC Goals 5, 9)
POLS 1190 Political Science Field Experience

MINNESOTA TRANSFER CURRICULUM ................................. 40 CREDITS

Courses from the Political Science curriculum may be applied to the MnTC requirements. The specific requirements for the MnTC are outlined as part of the Associate of Arts degree. See A.A. degree requirements section of the catalog.

ELECTIVES .................................................. 18 CREDITS

Courses from any department numbered 1000 or higher. Courses from the Political Science emphasis not applied to the MnTC should be incorporated into the elective category.

HEALTH/PHYSICAL EDUCATION ................................... 2 CREDITS

The specific requirements for Health/Physical Education are outlined as part of the Associate of Arts degree. See A.A. degree requirements section of the catalog.
Psychology

AWARD

PSYCHOLOGY TRANSFER PATHWAY A.A. DEGREE...60 cr

A.A., PSYCHOLOGY TRANSFER PATHWAY
DEGREE
(60 CREDITS)

Psychology Curriculum .........................21-22 cr
Additional General Education...............22+ cr
Health and Physical Education...............2 cr
Electives ........................................0-15 cr

CAMPUS CONTACT FOR THIS PROGRAM
Barbara Curchack, Ph.D., bcurchack@inverhills.edu

PURPOSE
The Psychology Transfer Pathway A.A. offers students a powerful option: the opportunity to complete an Associate of Arts degree with course credits that directly transfer to designated Psychology bachelor’s degree programs at Minnesota State universities. The curriculum has been specifically designed so that students completing the pathway degree and transferring to one of the seven Minnesota State Universities* enter the university with junior-year status. All courses in the Transfer Pathway associate degree will directly transfer and apply to the designated bachelor’s degree programs in a related field.

The Psychology Pathway consists of the Required Pathway Curriculum, the Minnesota Transfer Curriculum (MnTC), and the Health and Physical Fitness Requirement, to bring your credit total to 60 credits.

*Universities within the Minnesota State system include Bemidji State University; Metropolitan State University; Minnesota State University, Mankato; Minnesota State University, Moorhead; Southwest Minnesota State University; St. Cloud State University; and Winona State University.

TRANSFER PATHWAYS
With this transfer pathway, you will be able to transfer to the following majors:

At Bemidji State University
BA Psychology
BS Psychology

At Metropolitan State University
BA Psychology

At Minnesota State University, Moorhead
BA Psychology

At Minnesota State University, Mankato
BS Psychology

At Southwest Minnesota State University
BA Psychology

At St. Cloud State University
BA Psychology
BS Community Psychology

At Winona State University
BA Psychology-Option A
BA Psychology-Option B

Please note: Universities will hold transfer students to the same grade and major admission requirements as their own students. Be sure to review the individual requirements for the university you wish to attend.
REQUIRED PSYCHOLOGY PATHWAY CURRICULUM  21-22 CREDITS

Please take only four psychology courses as part of the required pathway curriculum. Psychology courses beyond the four required courses are not guaranteed to transfer into a psychology major at a Minnesota State university. The courses below must be completed successfully according to the university’s grade standards AND address the required outcomes in the transfer pathway for psychology.

1. Introduction to Psychological Science  ........................ 4
   PSYC 1101  Introduction to Psychology* OR
   PSYC 1201  Introduction to Psychology with Laboratory*

2. Core Psychology Course  .............................. 3-4
   PSYC 1210  Lifespan Development** OR
   PSYC 2100  Social Psychology** OR
   PSYC 2250  Abnormal Psychology**

3. Elective Psychology Course  ............................ 3
   PSYC 1140  Psychology of Women*** OR
   PSYC 1215  Child and Adolescent Psychology*** OR
   PSYC 1220  Adulthood and Aging Psychology*** OR
   PSYC 1230  Psychology of Death, Dying and Loss*** OR
   PSYC 2251  Special Topics in Psychology*** OR
   PSYC 2300  Psychology of Mind and Health*** OR
   Any additional core psychology course, above

4. Mathematical Foundation  ............................. 4
   MATH 1103  Introduction to Statistics (Recommended) OR
   MATH 1118  College Algebra OR
   Any higher level mathematics course

5. Foundation of Scientific Inquiry  ........................ 4
   PSYC 2000  Statistics for Psychology and Behavioral Sciences

6. Effective Communication .............................. 3
   COMM 1100  Interpersonal Communication

*Transfers as Introduction to Psychology in major
**Transfers as direct equivalent in major if the university offers an equivalent course; Otherwise transfers as a major elective
***Transfers as a direct equivalent in major or major elective, depending on university

ADDITIONAL GENERAL EDUCATION REQUIREMENTS  22+ CREDITS

The MnTC requires a minimum of 40 credits, some of which will be satisfied by the required pathway curriculum, above. You must complete the MnTC courses that are specifically designated below, such as ENGL 1108 Writing & Research Skills for MnTC Goal Area 1. You may choose the other courses from each goal area from the list located at:
www.inverhills.edu/MnTC

Credits for courses in each goal area vary; the minimum credits to meet each goal area are presented below. To streamline your degree, you are encouraged to choose MnTC Goal 3, 5, and 6 courses that also meet MnTC Goal areas 8, 9, or 10.

Goal 1  Communication
   ENGL 1108  Writing & Research Skills  ................................. 4
   ENG 1114 or 1130 Recommended
   [ENG 1111, 1114 or 1130 required]  .................................. 2+
   COMM 1100, satisfied by Pathway

Goal 2  Critical Thinking
   Satisfied by MnTC completion

Goal 3  Natural Science (1 with lab)
   Any Goal 3a (Biology course with lab recommended)  .......... 3+
   Any Goal 3b Physical Sciences course  ............................... 3+

Goal 4  Mathematical/Logical Reasoning
   MATH course, satisfied by Pathway

Goal 5  History/Social Sciences/Behavioral Sciences
   Two PSYC courses, satisfied by Pathway
   Any non-psychology course  ........................................ 3+

Goal 6  Humanities/Fine Arts/Literature
   Any Goal 6a (Fine Arts) course  ....................................... 2+
   Any Goal 6b course (Philosophy recommended)  .................. 3+
   Any additional Goal 6 course  ........................................ 2+

Goal 7  Human Diversity
   COMM 1100, satisfied by Pathway

Goal 8  Global Perspective  .................................. 1 course
   May be satisfied by utilizing a course from Goals 5 or 6, above

Goal 9  Ethical and Civic Responsibility  .......... 1 course
   May be satisfied by utilizing a course from Goals 3, 5 or 6, above

Goal 10  People and the Environment  .......... 1 course
   May be satisfied by utilizing a course from Goals 3 or 5, above

HEALTH AND PHYSICAL EDUCATION  2 CREDITS

Health  .................................................. 1
Physical Education  ........................................ 1

For a list of the requirements and courses that you can choose from, go to: www.inverhills.edu/MnTC

ELECTIVES  0-15 CREDITS

As defined by the A.A. degree
### RECOMMENDED COURSE OF STUDY FOR PSYCHOLOGY TRANSFER PATHWAY A.A. DEGREE

Here is the recommended course of full-time study for the Psychology Transfer Pathway A.A. degree. Note that not all courses will be available every semester. In many instances, you will be able to choose a specific course from a MnTC Goal Area. For a complete list of MnTC Goal Area course choices, please visit: [www.inverhills.edu/MnTC](http://www.inverhills.edu/MnTC)

#### PSYCHOLOGY AA-TRANSFER PATHWAY SEMESTER 1  **15 CREDITS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>MnTC Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 1101</td>
<td>Introduction to Psychology* (MnTC Goal 2,5) OR</td>
<td>1,2</td>
</tr>
<tr>
<td>PSYC 1201</td>
<td>Introduction to Psychology with Lab* (MnTC Goal 2,5)</td>
<td>1,2</td>
</tr>
<tr>
<td>ENG 1108</td>
<td>Writing &amp; Research Skills (MnTC Goal 1, 2)</td>
<td>1,2</td>
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<tr>
<td>MATH 1103</td>
<td>Intro to Statistics* (Recommended) (MnTC goal 4) OR</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1118</td>
<td>College Algebra OR higher* (MnTC Goal 4)</td>
<td>4</td>
</tr>
<tr>
<td>MnTC Goal 6a¹</td>
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#### PSYCHOLOGY AA-TRANSFER PATHWAY SEMESTER 2  **15 CREDITS**

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Any Core Psychology Course*¹ (MnTC Goal 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMM 1100</td>
<td>Interpersonal Communication* (Goal 1,7)</td>
<td>1,7</td>
</tr>
<tr>
<td>HLTH 1155</td>
<td>Lifetime Fitness (Health &amp; PE)</td>
<td></td>
</tr>
<tr>
<td>MnTC Goal 5 non-psychology¹</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MnTC Goal 8²</td>
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<tr>
<td>MnTC Goal 9³</td>
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<tr>
<td>ENG 1114</td>
<td>The Research Paper OR</td>
<td></td>
</tr>
<tr>
<td>ENG 1130</td>
<td>Writing for the Disciplines (MnTC Goal 1)</td>
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#### PSYCHOLOGY AA-TRANSFER PATHWAY SEMESTER 3  **15 CREDITS**

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PSYC 2000</td>
<td>Statistics for Psychology and Behavioral Sciences* (MnTC Goal 2, 5)</td>
<td>2,5</td>
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<tr>
<td>MnTC Goal 3a with lab³ (BIOL recommended)</td>
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<tr>
<td>MnTC Goal 9²</td>
<td></td>
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<tr>
<td>ENG 1114</td>
<td>The Research Paper OR</td>
<td></td>
</tr>
<tr>
<td>ENG 1130</td>
<td>Writing for the Disciplines (MnTC Goal 1)</td>
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#### PSYCHOLOGY AA-TRANSFER PATHWAY SEMESTER 4  **15 CREDITS**

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<th>Course</th>
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<tr>
<td>Any Elective Psychology Course*¹ (MnTC Goal 5)</td>
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<td>MnTC Goal 3b¹</td>
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<tr>
<td>MnTC Goal 6b¹ (PHIL recommended)</td>
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<tr>
<td>MnTC Goal 6a OR 6b²</td>
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<td></td>
</tr>
<tr>
<td>MnTC Goal 10²</td>
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</tbody>
</table>

* Course required for major
² You are encouraged to take a course that also meets MnTC Goal Areas 8, 9, or 10 to streamline your course choices.
³ These credits may be taken as electives if Goal Areas 8, 9, and 10 are completed as part of another course.

### RECOMMENDED PART-TIME COURSE OF STUDY FOR PSYCHOLOGY TRANSFER PATHWAY A.A. DEGREE

Here is the recommended course of part-time study for the Psychology Transfer Pathway A.A. degree, which can be completed either face-to-face or online. Note that not all courses will be available every semester. In many instances, you will be able to choose a specific course from a MnTC Goal Area. For a complete list of MnTC Goal Area course choices, please visit: [www.inverhills.edu/MnTC](http://www.inverhills.edu/MnTC)

#### PSYCHOLOGY AA-TRANSFER PATHWAY SEMESTER 1  **8 CREDITS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>MnTC Goal</th>
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<tbody>
<tr>
<td>PSYC 1101</td>
<td>Introduction to Psychology* (MnTC Goal 2,5) OR</td>
<td>1,2</td>
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<tr>
<td>PSYC 1201</td>
<td>Introduction to Psychology with Lab* (MnTC Goal 2,5)</td>
<td>1,2</td>
</tr>
<tr>
<td>ENG 1108</td>
<td>Writing &amp; Research Skills (MnTC Goal 1, 2)</td>
<td>1,2</td>
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#### PSYCHOLOGY AA-TRANSFER PATHWAY SEMESTER 2  **8 CREDITS**

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<th>Course</th>
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<tbody>
<tr>
<td>MATH 1103</td>
<td>Intro to Statistics* (Recommended) (MnTC goal 4) OR</td>
<td>4</td>
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<tr>
<td>MATH 1118</td>
<td>College Algebra OR higher* (MnTC Goal 4)</td>
<td>4</td>
</tr>
<tr>
<td>MnTC Goal 6a¹</td>
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#### PSYCHOLOGY AA-TRANSFER PATHWAY SEMESTER 3  **9 CREDITS**

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>Any Core Psychology Course*¹ (MnTC Goal 5)</td>
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<tr>
<td>HLTH 1155</td>
<td>Lifetime Fitness (Health &amp; PE)</td>
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<tr>
<td>MnTC Goal 3a with lab¹ (BIOL recommended)</td>
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#### PSYCHOLOGY AA-TRANSFER PATHWAY SEMESTER 4  **8 CREDITS**

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<tr>
<td>PSYC 2000</td>
<td>Statistics for Psychology and Behavioral Sciences* (MnTC Goal 2, 5)</td>
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<tr>
<td>MnTC Goal 3b¹</td>
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#### PSYCHOLOGY AA-TRANSFER PATHWAY SEMESTER 5  **9 CREDITS**

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<th>Course</th>
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<tr>
<td>Any Elective Psychology Course*¹ (MnTC Goal 5)</td>
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<tr>
<td>MnTC Goal 5 non-psychology¹</td>
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<tr>
<td>ENG 1114</td>
<td>The Research Paper OR</td>
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<tr>
<td>ENG 1130</td>
<td>Writing for the Disciplines (MnTC Goal 1)</td>
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#### PSYCHOLOGY AA-TRANSFER PATHWAY SEMESTER 6  **9 CREDITS**

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<tbody>
<tr>
<td>COMM 1100</td>
<td>Interpersonal Communication* (Goal 1,7)</td>
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<td>MnTC Goal 6b¹ (PHIL recommended)</td>
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<td>MnTC Goal 9³</td>
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#### PSYCHOLOGY AA-TRANSFER PATHWAY SEMESTER 7  **9 CREDITS**

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<th>Course</th>
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<tr>
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<tr>
<td>MnTC Goal 8³</td>
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</tr>
<tr>
<td>MnTC Goal 10²</td>
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<td></td>
</tr>
</tbody>
</table>

* Course required for major
¹ You are encouraged to take a course that also meets MnTC Goal Areas 8, 9, or 10 to streamline your course choices.
² These credits may be taken as electives if Goal Areas 8, 9, and 10 are completed as part of another course.
³ A philosophy course (PHIL) is recommended. Most PHIL offerings are Goal 6h, but you may choose from PHIL courses in any MnTC Goal Area.
Inver Hills Community College is a member of Minnesota State and is an affirmative action, equal opportunity employer/educator.
This information is available in an alternate format by calling 651-450-3884 or TTY/Minnesota Relay at 1-800-627-3529.
**THEATRE CURRICULUM**

**29 CREDITS**

**Required:**

- **THTR 1105** Intro to Theatre ................................................. 3
- **THTR 1152** Beginning Acting ................................................. 3
- **THTR 2153** Advanced Acting .................................................. 3
- **THTR 1157** Theatre Makeup ................................................... 3
- **THTR 1161** Theatre Activities¹ .............................................. 2
- **THTR 2109** Theatre History I .................................................. 3
- **THTR 2154** Design for the Theatre .......................................... 3

¹Course is one credit; must be taken at least twice
ACCOUNTING .............................................. 108
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ANTHROPOLOGY ........................................ 108
ART ......................................................... 109
BIOLOGY .................................................. 111
BUSINESS ................................................ 113
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CHEMISTRY .............................................. 116
CHINESE .................................................. 116
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COMMUNITY HEALTH WORKER ....................... 117
COMPUTER SCIENCE .................................. 118
CONSTRUCTION MANAGEMENT ....................... 120
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ECONOMICS ............................................. 122
EDUCATION .............................................. 122
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GENDER AND WOMEN STUDIES ..................... 130
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GEOLOGY ................................................ 131
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HEALTH CARE CORE CURRICULUM ................... 132
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INFORMATION TECHNOLOGY CAREERS .............. 136
INTERDISCIPLINARY STUDIES ......................... 139
JOURNALISM ............................................. 140
LAW ENFORCEMENT .................................... 140
MATHEMATICS ......................................... 140
MUSIC ...................................................... 143
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PARALEGAL .............................................. 147
PHILOSOPHY ............................................. 149
PHYSICAL EDUCATION ................................ 149
PHYSICS .................................................. 151
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PSYCHOLOGY ............................................. 152
READING .................................................. 154
SOCIOLOGY .............................................. 154
SPANISH .................................................. 154
STUDY SKILLS .......................................... 155
THEATRE AND FILM ..................................... 155
ACCOUNTING

About the Accounting Department
Coursework and the Associate of Science degree prepare students for paraprofessional careers and for transfer to four-year institutions. For degree requirements and description, see the Programs and Majors section of this catalog.

ACCT 2101 Financial Accounting
4 credits; 4 classroom hours/week; 0 lab hours/week
Introduces financial statements as used in decision-making, primarily by creditors and investors. The focus is on what the financial statements reveal about the credit worthiness and financial performance of companies organized as corporations. Students will analyze and interpret financial statements. Topics include preparation and analysis of financial statements including income statements, balance sheet, statement of owner's equity, and cash flow statement. Additional topics include cash, receivables, inventory, fixed assets, liabilities, stockholders' equity and ratio analysis. Meets lower-division transfer requirements for accounting and business administration majors at most 4-year institutions. Prerequisites: Require completion of Math 0840 or assessment into Math 0940 or higher; recommend ITC 1130. F, S, Su

ACCT 2102 Managerial Accounting
4 credits; 4 classroom hours/week; 0 lab hours/week
Introduces Accounting tools and techniques used to facilitate decision-making by managers within the firm. Emphasizes planning and control for profit-seeking enterprises. Topics include cost behavior, job costing, profit analysis, segment reporting, budgeting, capital budgeting and ethics. Meets requirements for accounting and lower-division transfer business administration majors at most 4-year institutions. Prerequisites: Require ACCT 2101; recommend ITC 1130. F

ACCT 2220 Federal Individual Income Tax Accounting
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces students to federal individual income tax law. This course is intended primarily for accounting two-year program students, or those interested in an introductory income tax course. F

ACCT 2241 QuickBooks and Excel for Business
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces QuickBooks accounting software and extensive application of Microsoft Excel electronic spreadsheet applications. After completion of this course the student will be able to record small business transactions in QuickBooks and perform higher level Excel applications and analysis including macros, vlookups, and pivot tables. Prerequisites: Require ACCT 2101 and ITC 1130; recommend ITC 1131. S

ACCT 2900 Applied Accounting (Capstone)
4 credits; 4 classroom hours/week; 0 lab hours/week
Prepares accounting students to begin their career in business. Students review financial and managerial accounting and enhance their understanding by utilizing the knowledge in common business applications. Students will prepare cover letters and resumes as well as practice interviewing skills. Required: ITC 1130 or ITC 1131, ACCT 2101, ACCT 2102; Recommended or concurrent: ITC 1131 and ACCT 2241. S

AMERICAN SIGN LANGUAGE

About American Sign Language Courses
First and second year of American Sign Language; introduces basic skills/techniques and deaf culture.

ASL 1101 American Sign Language I (MnTC 8)
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces American Sign Language (ASL), a visual/gestural language used by the deaf community. Course covers sign vocabulary, sentence structures, dialogue formats through facial expressions and body movements used in signing, and various aspects of Deaf Culture. Classes will be taught by a deaf instructor, so the use of voice may be limited. F, S, Su(V)

ASL 1102 American Sign Language II (MnTC 8)
3 credits; 3 classroom hours/week; 0 lab hours/week
Is a continuation from Introduction to American Sign Language I. This course is designed to improve the student's receptive and expressive skills and increase the student's awareness of Deaf Culture. Classes will be taught by a deaf instructor so the use of voice may be limited. Prerequisites: ASL 1101. F, S, Su(V)

ASL 1103 American Sign Language III (MnTC 8)
3 credits; 3 classroom hours/week; 0 lab hours/week
Continues American Sign Language II, expanding the emphasis on ASL grammar, vocabulary development and Deaf Culture. Dialogue, short stories, narrations and short conversation, both receptive and expressive, will be exercised through the course. Prerequisites: ASL 1102. V

ASL 1104 American Sign Language IV (MnTC 8)
3 credits; 3 classroom hours/week; 0 lab hours/week
Continues American Sign Language, Level III, expanding the emphasis on ASL grammar, vocabulary development and Deaf Culture. Dialogue, short stories, narrations and short conversation using various types of classifiers and time signs, both receptive and expressive, will be exercised through the course. Prerequisites: ASL 1103. V

ANTHROPOLOGY

About the Anthropology Department
Anthropology offers concepts and analytic practice toward understanding the deeply held values and assumed social structures that characterize each culture. The student finds the basis for becoming conversant with an ever-broadening world. In our culturally diverse society, the awareness of difference as well as human commonality is pertinent to all professions. When going on to a four-year institution, a minor or second major in anthropology deserves consideration. An anthropological eye will enhance foreign study and travel.

ANTH 1100 Introduction to Anthropology (MnTC 5, 8)
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces students to the four subfields of anthropology: archaeology, biological anthropology, cultural anthropology and language. Anthropology is the study of humanity. Within each sub field are various, practical applications which are collectively termed applied anthropology. Students will learn to identify and apply anthropological study methods. Included within this knowledge will be the application of holistic, comparative, and evolutionary avenues of anthropological inquiry into the issues and institutions that affect our complex, modern lives. F, S, Su(V)

ANTH 1101 Introduction to American Culture (MnTC 5, 8)
3 credits; 3 classroom hours/week; 0 lab hours/week
Explores the cultural variety that comprises the current American population and the issues that drive Americans today. This course provides an introduction to American culture with emphasis on those who have arrived in the past 200 years including their transitions, mobility and interchange. Classroom discussions, lectures and activities will focus on the effects of each succeeding immigrant group on American culture through the operation of American Dominant Culture, world view and institutions, with focus primarily on the role of the individual and consumerism within American society. F, S, Su(V)
ANTH 1110 Cultural Anthropology (MnTC 5, 8)
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces students to the anthropological sub field focused on human culture. Culture is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by individuals as a member of society. Examines the tension between the claim that culture can be both universal as well as particular. This class offers a broad survey allowing for this comparison of universals and particulars around the world, including larger concepts of identity, cultural manifestation, operation of institutions, and issues of inequality and globalization. F, S, Su(V)

ANTH 1120 Introduction to Archaeology (MnTC 5)
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces students to the archaeological field and profession. Archaeology, one of the four sub-fields within anthropology, is the study of human material culture and is typically done by examining objects and locations left behind by various groups throughout human history. Students will examine the history, methods and basic theories of archaeology. Additionally, students will learn how the archaeological profession is conducted today and apply this to highlighting issues of community development and expression, subsistence, status, consumption, gender and other contemporary issues. S, Su(V)

ANTH 1130 Introduction to Biological Anthropology (MnTC 3A, 10)
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces the biological anthropology field, one of the four subfields within anthropology. Sometimes called physical anthropology, biological anthropology is the study of our collective human origins. Students will accomplish this through three main areas: study of biological evolution, including the forces of evolution and cellular biology; comparing primate and human physical and behavioral practices; and by examining hominid evolution from groups beginning four to five million years ago through today as they are shaped by environmental and cultural stimuli. Study will be done through a variety of class discussions and lectures as well as simulated or dry lab activities. Additionally, students will learn how modern cultural implications impact our evolution and environment today. F, S, Su(V)

ANTH 1150 Introduction to American Indian Cultures (MnTC 7, 10)
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces students to American Indian cultures from an anthropological perspective. This is accomplished through three primary avenues: a broad survey of cultures prior to European colonization; the historical-cultural experiences that contributed to present day Native American communities; and finally issues in modern American Indian communities and their relationships with anthropologists. Specific North American culture areas from the Midwest and Great Plains, through the Southeast and Southwest will be surveyed. F, S, Su(V)

ANTH 2100 Visual Anthropology
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces students to the exceptional cultural diversity of expression in the world today. Visual anthropology is a sub field of cultural anthropology that is concerned with the study and production of art, photography, film and new media, including areas such as performance, museums, and mass media. Students examine the purposes of visual, cultural representations, from conformity and conflict to personal perception and propaganda. Extending from cave paintings and sand paintings to hieroglyphics and modern media outlets, and onto tattoos and texting, students will examine their own and others’ ethical concepts in a variety of institutional settings throughout the modern world. Prerequisites: Recommended ANTH 1100 or 1110. F, S, Su(V)

ANTH 2120 Field Experience in Archaeology (MnTC 5, 7)
3 credits; 2 classroom hours/week; 2 lab hours/week
Introduces students to the archaeological field and the American Cultural Resource Management (CRM) profession. Archaeology, one of the four subfields within anthropology, is the study of human material culture and is typically done by examining objects and locations left behind by various groups throughout human history. This course gives students the opportunity to more closely examine how archaeology is applied primarily through implementation of the National Historic Preservation Act and the resulting creation of CRM as the mainstay of employment within archaeology today. Students will spend approximately half of their time in the classroom with the remainder in the field, observing and experiencing various archaeological sites, museums, historical societies, etc. Students will learn how the archaeological profession highlights issues of community engagement, development and expressions. Prerequisites: Recommended ANTH 1120. Su(V)

ANTH 2130 Introduction to Medical Anthropology (MnTC 8, 9)
3 credits; 3 classroom hours/week; 0 lab hours/week
Growing specialization within anthropology, medical anthropology draws upon socio-cultural, linguistic and biological anthropology to understand those factors that affect human health and illness. This course introduces students to this field of study and the cross-cultural, political and ethical considerations involved in solving real-world problems related to human health and illness. Through the examination of case studies students will learn ways to apply principles of medical anthropology to solve contemporary issues facing our communities. Prerequisites: None, but ANTH 1110 or 1130 recommended but not required.

ART
About the Art Department
Art courses range from introductory art and art history to beginning and advanced studio courses in ceramics, drawing, glass, painting and photography. Focus is on historical, cultural and contemporary perspectives, including personal expression in the arts. Many students take art courses as part of their liberal arts requirements, while others have taken their first two years and transfer to a four-year program for art. Some students take a few courses and continue their studies for non-credit. See the Programs and Majors section of this catalog for more information on the Associate of Fine Art (A.F.A.) degree. Inver Hills art instructors actively exhibit their work both regionally and nationally and are excited about and knowledgeable in their field of expertise.

ART 1100 Introduction to Art (MnTC 6A, 8)
3 credits; 3 classroom hours/week; 0 lab hours/week
Explores the visual arts of a wide range of peoples, cultures, styles, movements, and media, as well as the various cultural, religious, economic, and political factors related to their creation. Major works of painting, sculpture, architecture, and decorative arts from prehistory to the present will be studied. F, S, Su

ART 1106 Art from Prehistory to 1400 (MnTC 6A, 8)
3 credits; 3 classroom hours/week; 0 lab hours/week
Explores major works in painting, sculpture, architecture and decorative arts from prehistory to 1400. Both the styles and methods employed in the creation of the works of art and the cultural, religious, economic and political philosophies that influenced them will be studied. F, S(V)

ART 1107 Art from Renaissance to Present (MnTC 6A, 8)
3 credits; 3 classroom hours/week; 0 lab hours/week
Explores major works in painting, sculpture, architecture and decorative arts from the Renaissance to the present. F, S, Su
ART 1109 World Art (MnTC 6A, 8)
3 credits; 3 classroom hours/week; 0 lab hours/week
Surveys major works in painting, sculpture, architecture, calligraphy, and decorative arts from non-western cultures around the world dating from prehistory to the present. Art from Pakistan, India, Southeast Asia, China, Japan, the Islamic world, the Americas, Africa, and the Pacific will be studied. Both the styles and methods employed in the creation of the works of art and the cultural, spiritual/religious, societal, economic, and political philosophies that influenced them will be studied. Both the styles and methods employed in the creation of the works of art and the cultural, spiritual/religious, societal, economic, and political philosophies that influenced them will be studied. Students will learn to recognize and appreciate cross-cultural differences and similarities. F, S(V)
ART 1114 Drawing I (MnTC 6A)
3 credits; 2 classroom hours/week; 3 lab hours/week
Introduces basic drawing skills emphasizing direct observation and drawing from life. A variety of media and papers are explored as the student engages in studio drawing, critical evaluation of aesthetics, critique sessions, and slide lectures. Gallery and museum visits may be included in this course. Lab fee. F, S
ART 1115 Drawing II (MnTC 6A)
3 credits; 2 classroom hours/week; 3 lab hours/week
This course builds on ideas and skills acquired in Drawing I. Studio work in drawing includes a variety of materials including pencil, charcoal and color media. Subjects include life (models) as well as the non-visual. This class is conceptually based with an involvement and emphasis on structure, ideas and process. Materials fee required. Gallery and museum visits may be included in this course. Lab fee. Prerequisites: ART 1114. S
ART 1120 Foundations of Art: 2-D Color and Design (MnTC 6A)
3 credits; 2 classroom hours/week; 3 lab hours/week
Explores basic two-dimensional perceptual and compositional theories, color theories, and principles of design in the traditional art studio and/or in the digital studio. Gallery and museum visits may be included in this course. Lab fee. F
ART 1121 Digital Photography I (MnTC 6A)
3 credits; 3 classroom hours/week; 0 lab hours/week
Explores the application of the digital camera and digital imaging software as means for individual creative expression in the fine arts. Students will engage in technological, aesthetic, and conceptual aspects of digital photography using historical and contemporary practices in as a guide. Students are required to supply their own Digital SLR camera for this course. Students may not receive credit for this course if credit has been awarded for ART 1130. F(Su)
ART 1131 Digital Photography II (MnTC 6A)
3 credits; 2 classroom hours/week; 3 lab hours/week
Explores the application of the digital camera, digital imaging software, and digital printing technology as means for individual creative expression in the fine arts. Students will engage in technological, aesthetic, conceptual aspects of digital photography using historical and contemporary practices in as a guide. Students are required to supply their own digital camera for this course. Students may not receive credit for this course if credit has been awarded for ART 1130. Prerequisites: ART 1121 or ART 1130 or instructor permission. F(V), S, Su(V)
ART 1132 Digital Photography III (MnTC 6A)
3 credits; 2 classroom hours/week; 3 lab hours/week
Expands on the exploration of digital camera function, digital image editing software and digital printing technology introduced in ART 1131. This course will emphasize student’s development of individual artistic voice while engaging with technological, aesthetic, and conceptual issues in their work. Students are required to supply their own Digital SLR camera for this course. Students may not receive credit for this course if credit has been awarded for ART 1122. Prerequisites: ART 1121 or ART 1130 or instructor permission. F(V), S, Su(V)
ART 1135 Drawing III (MnTC 6A)
3 credits; 2 classroom hours/week; 3 lab hours/week
Explores principles and basic formulas to approaching three-dimensional organization of space. Projects are organized as individual and group assignments. Gallery and museum visits may be included in this course. Lab fee. F
ART 1196 Foundations of Art: 3-D Design (MnTC 6A)
3 credits; 2 classroom hours/week; 3 lab hours/week
Explores sculptural concepts, techniques, tools, materials, processes and vocabulary in order to develop skills and apply aesthetic exploration. Visits to galleries, museums and sculpture parks may be included in this course. Studio projects may include additive process of modeling clay, subtractive process of carving plaster, constructive fabricating in wood, reproductive process of mold-making, study of space as it applies to sculpture, and the history of traditional sculpture and contemporary sculpture. F, S(V), Su(V)
ART 2100 Sculpture I (MnTC 6A)
3 credits; 2 classroom hours/week; 3 lab hours/week
Explores sculptural concepts, techniques, tools, materials, processes and vocabulary in order to develop skills and apply aesthetic exploration. Visits to galleries, museums and sculpture parks may be included in this course. Studio projects may include additive process of modeling clay, subtractive process of carving plaster, constructive fabricating in wood, reproductive process of mold-making, study of space as it applies to sculpture, and the history of traditional sculpture and contemporary sculpture. F, S(V), Su(V)
ART 2101 Sculpture II (MnTC 6A)
3 credits; 2 classroom hours/week; 3 lab hours/week
Explores advanced sculptural concepts, techniques and materials with an emphasis on personal aesthetic. A historical overview with an emphasis on contemporary approaches to sculpture. Visits to galleries, museums and sculpture parks may be included in this course. Topics and projects may include site-specific sculpture, installation, plaster and/or poly resin mold-making, kinetic sculpture, assemblage, form, figurative sculpture, history of traditional sculpture, contemporary sculpture, and form, scale, plane, texture and space as it relates to sculpture. Prerequisites: ART 2100. F(V), S, Su(V)
ART 2200 Ceramics I (MnTC 6A)
3 credits; 2 classroom hours/week; 3 lab hours/week
Explores ceramic materials and processes. An aesthetic exploration of hand building, wheel throwing, decorating, glazing and firing techniques to create sculptured and functional forms. Gallery and museum visits may be included in this course. Lab fee. F, S, Su
ART 2201 Ceramics II (MnTC 6A)
3 credits; 2 classroom hours/week; 3 lab hours/week
Explores advanced studies in ceramics. Additional technical and aesthetic exploration and experimentation including functional and sculptural forms, slips, under glazes, clay bodies, Raku, wood and salt kiln firings. Gallery and museum visits may be included in this course. Lab fee. Prerequisites: ART 2200. F, S, Su

ART 2207 Glass I (MnTC 6A)
3 credits; 2 classroom hours/week; 3 lab hours/week
Introduces glass working processes and techniques. An exploration of glass casting, stained glass, fusing and slumping flat glass, surface alteration and flame work resulting in expressive forms. Gallery and museum visits may be included in this course. Lab fee. F, S, Su

ART 2208 Art and Museums in the Twin Cities (MnTC 6A)
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces students to the rich and diverse arts venues in the Twin Cities, various museum display practices, and the complicated politics of exhibiting cultures. The class will meet both on campus and at various local museums, galleries, and/or art centers. Students are responsible for own transportation. Independent visits to art exhibits outside of class are also required. Students should budget approx. $75 for entrance and parking fees.

ART 2217 Glass II (MnTC 6A)
3 credits; 2 classroom hours/week; 3 lab hours/week
Explores focused areas of various glass working processes and works on developing and refining techniques. Individuals advanced projects in at least three skill areas covered in ART 2207. Gallery and museum visits may be included in this course. Lab Fee. Prerequisites: ART 2207. V

ART 2250 Special Topics in Art (MnTC 6A)
3 credits; 3 classroom hours/week; 0 lab hours/week
Presents specific topics in art and visual culture on a rotating basis. Examples of topics include, but are not limited to, History of Photography, Art Theory and Criticism, and Contemporary Art. V

ART 2251 Painting I (MnTC 6A)
3 credits; 2 classroom hours/week; 3 lab hours/week
Introduces basics of acrylic and/or water soluble oil painting and basic color theory. Emphasis is on painting from observation. A variety of traditional and contemporary painting approaches are assigned including an opportunity for personal exploration. The studio course involves active hands-on participation by the student. Gallery and museum visits may be included in this course. Lab Fee. Prerequisites: ART 1114. F, S, Su

ART 2252 Painting II (MnTC 6A)
3 credits; 2 classroom hours/week; 3 lab hours/week
Expands in depth upon the basic principles covered in Painting 1 including value, color theory, media, composition, technique, and personal approach. Focuses on personal creative development within the parameters of specific assignments. Gallery and museum visits may be included in this course. Lab fee. Prerequisites: ART 2251. S, SU.

ART 2281 Topics in Studio Studies
1-3 credits
Offers students the opportunity to explore a focused studio topic. This is a hands-on class with topics varying each time the course is offered. S

ART 2295 Portfolio Development
1 credit; 1 classroom hours/week; 1 lab hours/week
Explores techniques on creating a portfolio for students transferring to a four-year institution in pursuit of their BFA degree and for students interested in art-related careers. In addition to the portfolio, this course will cover information on art resumes, artist statements, applying for exhibitions and grants, business for artists, art related careers, installing an exhibition. Prerequisites: Students should have taken most of their beginning courses and 2 advanced level courses or permission from instructor. F, S

ART 2300 Architectural History (MnTC 6A,8)
3 credits; 3 classroom hours/week; 0 lab hours/week
Explores major works of architecture around the world, dating from prehistory to the present. An emphasis is placed on understanding the architectural significance of individual monuments in terms of the styles and methods employed in their creation, as well as the various environmental, cultural, social, religious, economic and political factors that influenced these monuments. S

BIOLOGY
About the Biology Department
Biology offerings include specialized and general laboratory courses appropriate to two- and four-year degrees in the life sciences and health science, including nursing, as well as specially focused courses for students interested in science and social issues. Students interested in a major in the biological sciences may wish to pursue either the AS degree in Biology or the AA with emphasis in Biology. Students are encouraged to consult with a counselor when selecting classes.

BIOL 1001 Humans in the Ecosystem: Renewable Energy (MnTC 10)
2 credits; 1 classroom hours/week; 2 lab hours/week
Introduces students to different types of renewable energy through service learning and active participation in a large education event. Students will participate as hands-on volunteers at the Midwest Renewable Energy Association Fair, one of the largest energy fairs in the country, with more than 22,000 attendees. Students will travel to the site in Wisconsin, camp out in an environmentally responsible manner during the fair, assist the organizers in various capacities and attend informational workshops during the fair itself. This will be supplemented with classroom teaching before, during and after the event. Students will have an opportunity to see working examples of various renewable energy technologies and investigate one or more of these in depth. Su(V)

BIOL 1002 Humans in the Ecosystem: Special Ecosystems (MnTC 10)
2 credits; 1 classroom hours/week; 2 lab hours/week
Introduces students to the interaction of humans and their environment through service learning and active participation in field projects. Students will participate as hands-on volunteers in selected regions, while also investigating the unique natural history of that region. Students will travel to the site, work in partnership with local agencies in various capacities and engage in field work. This will be supplemented with classroom teaching before, during and after the event. Prerequisites: Instructor permission required. V

BIOL 1003 Spring Break Biology Service Learning
1 credit; 0 classroom hours/week; 2 lab hours/week
Introduces students to the interaction of humans and their environment through service learning and active participation in field projects over spring break. Students will participate as hands-on volunteers in selected ecological regions, while also investigating the unique natural history of that region. Students will travel to the site, work in partnership with local agencies in various capacities and engage in field work. This will be supplemented with classroom teaching before, during and after the event. Prerequisites: Instructor permission required. S(V)

BIOL 1101 Biology of Women (MnTC 2, 3A)
3 credits; 3 classroom hours/week; 0 lab hours/week
Provides a "theme-based" course for learning biological concepts for both men and women. Objectives include studying reproductive anatomy and physiology of both sexes, studying pregnancy and fetal development, and...
examining issues related to reproductive biology and women's physical health. Issues to examine include contraception, cancer, menopause and the relationship of women to the health care system. Students desiring a traditional lab may take BIOL 1110 concurrently or following completion of BIOL 1107.

BIOL 1110 Human Biology Laboratory (MnTC 2, 3A)
1 credit; 0 classroom hours/week; 2 lab hours/week
Provides an optional lab with hands-on experience for the lecture sections of 1114 (Critical Issues in Human Biology) and 1107 (Biology of Women). The lab covers microscopy, scientific method, study of the cell, genetics, mitosis and meiosis, aspects of human anatomy and physiology, and topics of reproduction. Topics covered also may include ethical decision-making, medical autonomy, genetic engineering, stem cell research, use of animals in research, organ donation, the human genome project, examination of issues related to reproductive biology and women's physical health, or other current critical issues. This course may be paired with BIOL 1107 or 1114 to fulfill a lab science requirement. Prerequisites: Concurrent enrollment in or previous completion of BIOL 1107 or 1114. F, S, Su(V)

BIOL 1114 Critical Issues in Human Biology (MnTC 3A, 9)
3 credits; 3 classroom hours/week; 0 lab hours/week
Presents information for majors and non-majors interested in the critical and ethical issues related to how the human body functions. Topics such as ethical decision-making, genetic engineering, living wills and issues related to prevention of cancer will be examined. The course will build the biological framework for understanding these dilemmas by exploring the scientific method and human body systems. Students desiring a traditional lab may take BIOL 1110 concurrently or following completion of BIOL 1114.

BIOL 1115 Critical Issues in Human Biology with lab (MnTC 3A, 9)
4 credits; 3 classroom hours/week; 2 lab hours/week
Presents information for majors and non-majors interested in the critical and ethical issues related to how the human body functions. Topics such as ethical decision-making, genetic engineering, living wills, and issues related to prevention of cancer will be examined. The course will build the biological framework for understanding these dilemmas by exploring the scientific method and human body systems.

BIOL 1116 Environmental Science (no lab) (MnTC 3A, 10)
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces students to fundamental concepts in ecology focusing on human impact and exploitation of the environment stressing the limits of the biosphere with respect to resources, energy, and pollution. Activities will include discussion, group activities, guest speakers and videos. F, S

BIOL 1117 Environmental Science (with lab) (MnTC 3A, 10)
4 credits; 3 classroom hours/week; 2 lab hours/week
Introduces students to fundamental concepts in ecology focusing on human impact and exploitation of the environment stressing the limits of the biosphere with respect to resources, energy, and pollution. Activities will include discussion, group activities, guest speakers and films. One semester credit of lab includes field trips and analysis of factors using the campus landscape. F, S, Su

BIOL 1120 Exploring Biology (MnTC 2, 3A)
4 credits; 3 classroom hours/week; 2 lab hours/week
Introduces non-majors to important biological concepts. This course serves as the Prerequisites for Anatomy and Physiology I (BIOL 2201) and Microbiology (BIOL 2205 and 2305). The course emphasizes the molecular level of biology and Darwinian evolution as the unifying theme of biology with emphasis on cell structure and function, cell transport, energy transfers and genetics. Lab exercises will include the design and conduction of scientific experiments, data analysis, microscopy, cell biology, genetics and ecology. Students will gain hands-on experience in the safe handling and use of living and preserved organisms, as well as laboratory instruments and equipment. F, S, Su

BIOL 1123 Introduction to Forensic Science (MnTC 2, 3A)
4 credits; 3 classroom hours/week; 2 lab hours/week
Introduces students to the basic techniques of forensic science. Concepts will be examined with the application of scientific principles and emphasizing molecular biology, cell biology and the human body. Specific topics include designing and conducting forensic science lab experiments in hair and fiber analysis, blood splatter and typing, DNA analysis, document examination, fingerprinting and taphonomy. This course will be of interest to liberal arts or science majors pursuing advanced courses in biology or criminal justice, and will fulfill the science lab requirement. F, S

BIOL 1154 Biology: From Cell To Organism (MnTC 2, 3A)
4 credits; 3 classroom hours/week; 2 lab hours/week
Emphasizes the molecular level of biology with emphasis on cell structure and function, cell transport, energy transfers, genetics, technology and Darwinian evolution. Units include chemistry, cell structure and function, metabolism, genetics, evolution and critical issues. Labs will include several of the following topics: microscopy, spectrophotometry, permanent slide preparation, electrophoresis comparison of plant and animal metabolism, cell reproduction and genetics. Students will gain hands-on experience in the safe handling and use of living and preserved organisms, as well as laboratory instruments and equipment. Prerequisites: Require one year high school chemistry or a college chemistry course. F, S

BIOL 1155 General Biology: From Organism to Ecosphere (MnTC 2, 3A)
5 credits; 3 classroom hours/week; 4 lab hours/week
Intended for biology majors, students requiring a strong biological background for their chosen fields, or interested non-majors. This course introduces students to the study of organisms at the organismal and ecological levels -- macrobiology. It will integrate knowledge, terminology and concepts from all fields of biology to gain an appreciation of the origin of life and how species diversity arose. Units will include the origin of life, population evolution, phylogenetic classification, ecology, and biodiversity. Lab will include comparative anatomy, examining environmental factors, studies of organisms and their interrelationship with the environment, and independent research projects. Lab exercises involve individual and group work in campus lab facilities and field studies off-campus. Students will gain hands-on experience in the safe handling and use of living and preserved organisms as well as laboratory instruments and equipment. Prereq: BIOL 1154 with a grade of C or better or instructor permission. S

BIOL 1190 Research in Biology
1-3 credits
Introduces students to primary research in biology. In consultation with a faculty member, students will develop a plan to investigate a contemporary research question in biology. Under faculty direction, students will gain hands-on experience using equipment, procedures and techniques to collect data in the laboratory or field. Students will be required to analyze primary data and to communicate their results in writing, orally or in poster form. Other requirements to be determined by arrangement, and outlined in a contract with instructor prior to registration. Students may take this class more than once for a maximum of 9 credits. Prereq: Permission of Instructor.

BIOL 2201 Anatomy and Physiology I (MnTC 2, 3A)
4 credits; 3 classroom hours/week; 2 lab hours/week
Introduces students to the anatomy and physiology of the human body
with special emphasis on the relationship between structure and function and homeostatic mechanisms of the body. Systems and topics covered include histology, integumentary system, skeletal system, articulations, muscular system, nervous system, special senses, and endocrine systems. Lab component will include hands-on experience with actual human tissue specimens as well as dissection of a representative mammal. Prerequisites: BIOL 1120 or BIOL 1154 or equivalent biology course (AP, IB) completed with a grade of C or better. F, S, Su

BIOL 2202 Anatomy and Physiology II (MnTC 2, 3A)
4 credits; 3 classroom hours/week; 2 lab hours/week
Covers anatomy and physiology of the human body with special emphasis on the relationship between structure and function and homeostatic mechanisms of the body. Systems and topics covered include cardiovascular system, lymphatic and immune systems, respiratory system, digestive system, urinary system, acid-base and electrolyte balance, reproductive systems and development. The lab component will include hands-on experience with actual human tissue specimens, as well as group projects. Prerequisites: Biology 2201 completed with a C or better. F, S, Su

BIOL 2205 Microbiology (MnTC 2, 3A)
4 credits; 3 classroom hours/week; 2 lab hours/week
Covers a survey of microbial groups, microbial cell structure, nutrition, growth, control of growth, metabolism, genetics, evolution, epidemiology, infection, transmission and pathogenesis, and interactions with host organisms. The lab component requires microscope skills, and includes aseptic technique, culturing, staining, enumeration, identification, and biochemical testing of microorganisms, as well as identification of a bacterial unknown. Students will gain hands-on experience in the safe handling and manipulation of pathogenic and potentially pathogenic microbes. Prerequisites: A grade of C or better in either BIOL 1120 or BIOL 1154. F, S, Su

BIOL 2301 Zoology (MnTC 3A, 2)
4 credits; 3 classroom hours/week; 2 lab hours/week
Covers the morphological and physiological characteristics of animals emphasizing adaptation, evolution and ecology. The lab component will include hands-on experience with actual animal tissue specimens, as well as group projects. Prerequisites: BIOL 1154 (or equivalent) or permission of instructor. BIOL 1155 is recommended. S

BIOL 2303 Genetics (MnTC 2, 3A)
5 credits; 4 classroom hours/week; 2 lab hours/week
Introduces students to major concepts in Mendelian, molecular and population genetics. Experiments with viruses, bacteria, insects and plants highlight the study of gene expression, recombination, gene mapping, chromosome analysis and population genetics. Lecture hours include a weekly recitation. Students will gain hands-on experience in the safe handling and manipulation of model organisms. Prerequisites: A grade of C or better in BIOL 1154 (or equivalent) or permission of instructor. F, S

BIOL 2305 Principles of Microbiology (MnTC 2, 3A)
5 credits; 3 classroom hours/week; 4 lab hours/week
Introduces microbiology including study of prokaryotic, eukaryotic, and viral microorganisms. Topics include microbial pathogenesis, microbial genetics, microbial drug resistance and evolution, the mammalian immune response to microbial infection, microbial diversity, environmental and food microbiology. Labs require basic microscope skills, and include a survey of microbes, isolation of microbes from human specimens and the environment, staining of bacteria, biochemical testing of microbes, enumeration of bacteria, bacterial genetics, immunological testing, and use of microbes in food and beverage production. Students will gain hands-on experience in the safe handling and manipulation of pathogenic and potentially pathogenic microbes. Students are encouraged to complete a honors project to earn an honors designation for this course. Prerequisites: BIOL 1154 (or equivalent), or Biology 1120 with a grade of B or better, or permission of instructor. F, S

BUS 1100 Introduction to Business Applications and Computing
4 credits; 4 classroom hours/week; 0 lab hours/week
Introduces software applications designed to increase personal and organizational productivity. Applications include Microsoft Office, including Word, Excel, and PowerPoint. Other topics include a survey of open-source content management systems, relational databases, web analytic tools, computer security, safety, ethics, and privacy concerns. Prereq: Students must have basic keyboarding and MS Windows skills, including the ability to save, retrieve and manage files as well as navigate the MS Windows environment. F, S, Su

BUS 1101 Introduction to Business in Society
3 credits; 3 classroom hours/week; 0 lab hours/week
Presents an overview of the role of business in society. Topics include the historical perspective, the economy, global dimensions of business, ethics and social responsibility, and the various forms of business organizations. Various disciplines of business (accounting, finance, information systems, marketing, operations, etc.) also are introduced in the overall context of the enterprise. F, S, Su

BUS 1102 Principles of Customer Service
3 credits; 3 classroom hours/week; 0 lab hours/week
Defines customer service and demonstrates the importance of delivering effective customer service. Topics covered include the financial impact of customer service delivery, and skills for developing customer service over the phone, in person, in writing and electronically. Experiential exercises promote skills for assessing customer service and handling escalated situations. F, S, Su(V)

BUS 1105 Sales and Negotiating Skills
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces the principles and practices of professional selling. Learn to be a true problem solver and discoverer of customer needs. Creatively match benefit statements to deliver customer satisfaction. Learn how
Examines social and ethical foundations of business in different cultures and countries. Explores wide range of issues: trends and patterns in evolving attitudes toward international business that can be used to further understanding of present-day business realities; themes and patterns that dictate interaction among a people; and major political, religious and linguistic differences that might engender conflict. The major goal of course is to develop a protocol for everyday interaction that will 1) contribute to establishment of successful interaction between diverse work groups, 2) mitigate cross-cultural conflict in organizations, 3) enhance possibilities of success in international world of business and 4) explain the role of international financial systems in evaluating the success of an international business.

**BUS 1115 Principles of International Trade**
3 credits; 3 classroom hours/week; 0 lab hours/week
Surveys international trade organizations as various ways of market entry and expansion. Prerequisites: Recommended: BUS 1109.

**BUS 1111 Principles of International Marketing**
3 credits; 3 classroom hours/week; 0 lab hours/week
Surveys dominant marketing approaches and their development in different areas of the world. Course surveys import, export, direct sale, licensing, franchising, the role of regional economic blocks, and international trade organizations as various ways of market entry and market expansion. Prerequisites: Recommended: BUS 1109.

**BUS 1112 Business Math**
3 credits; 3 classroom hours/week; 0 lab hours/week
Presents students with basic mathematics that can be applied to business situations. Course includes brief review of basic arithmetic as a foundation for course concepts including the application of interest rates, discounts, depreciation, consumer loans, mortgages, insurance, stocks and bonds, financial statements, annuities, present and future value, and the concept of sinking funds. Prerequisites: MATH 0740.

**BUS 1131 Legal Environment of Business**
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces business students to legal topics that impact business. This course addresses legal reasoning, legal procedures, constitutional law, torts, contracts, the sale of goods under the Uniform Commercial Code, business organizations, unfair competition, consumer protection, bankruptcy and employment law.

**BUS 1113 Introduction to International Law**
3 credits; 3 classroom hours/week; 0 lab hours/week
Examines basic business law with focus on practical aspects of doing business in different cultures. Primary emphasis is on useful understanding of business know-how and behavior. This is achieved by first laying historical foundation of selected cultures, then introducing students to areas of law and documents that commonly feature in transnational transactions. Torts, contracts, property rights, technology licensing and intellectual property are examined, and students are walked through hypotheticals and the typical phases of different kinds of agreements. Prerequisites: Recommended: BUS 1109.

**BUS 1115 Principles of International Trade**
3 credits; 3 classroom hours/week; 0 lab hours/week
Examines issues surrounding bilateral trade between the United States and target country (or trade group) within the framework of mutual obligations and treaties. Begins with a brief history of relevant bilateral trade relationship. Reviews obligations and commitments of parties under pertinent laws and regulations affecting international trade, including the General Agreement on Tariffs and Trade 1994, World Trade Organization agreements and other bilateral pacts. Role of cultural differences in trade disputes, as well as monitoring and enforcement actions that can aid in resolving them also are discussed. Prerequisites: Recommended: BUS 1109.

**BUS 1118 Business Ethics**
3 credits; 3 classroom hours/week; 0 lab hours/week
Examines issues related to ethics in business and their relationship and impact upon society, the economy and environment. Students will increase their awareness in making decisions based on ethical judgments. Students will examine the roles, responsibilities and conflicts of business management in the context of organizational ethics.

**BUS 1119 Human Relations in Business**
3 credits; 3 classroom hours/week; 0 lab hours/week
Examines human behavior and interaction in the organization. Emphasis is placed on developing more productive working relationships, and achieving desired results. Topics include: employer/employee relations, communication techniques, conflict management, work force diversity, and developing and managing effective teams, motivation, training, and development, talent management, developing leaders, and performance management.

**BUS 1122 Human Resources Management**
3 credits; 3 classroom hours/week; 0 lab hours/week
Presents the evolving nature of Human Resource professionals' role in organizations. Topics include the strategic, administrative, and operational roles of Human Resource professionals, the strategic planning process, assessing internal and external environment of organization, measuring HR strategic contributions, examining ethical challenges, and formulating policies and creating implementation process in responding to legislative and regulatory environment.

**BUS 1125 Management of Customer Service**
3 credits; 3 classroom hours/week; 0 lab hours/week
Provides students with the tools needed to manage customer service in any environment. Topics covered include call center management; sales force management; techniques for handling escalated situations; and selecting, hiring and supervising customer service representatives.

**BUS 1122 Human Resources Management**
3 credits; 3 classroom hours/week; 0 lab hours/week
Examines human behavior and interaction in the organization. Emphasis is placed on developing more productive working relationships, and achieving desired results. Topics include: employer/employee relations, communication techniques, conflict management, work force diversity, and developing and managing effective teams, motivation, training, and development, talent management, developing leaders, and performance management.

**BUS 1141 Workforce Planning**
3 credits; 3 classroom hours/week; 0 lab hours/week
Presents legislation, regulations, and administrative processes affecting Human Resource operation in selecting, staffing, retaining, terminating employees, and record-keeping requirements.

**BUS 1145 Risk Management**
3 credits; 3 classroom hours/week; 0 lab hours/week
Examines various aspects of workplace safety, health, security, and privacy issues, including proactive measures dealing with catastrophes.

**BUS 1150 Entrepreneurship and Small Business Management**
3 credits; 3 classroom hours/week; 3 lab hours/week
Examines the role of entrepreneurship and small business in the U.S. and worldwide; features of successful small businesses, including the difference between startups and mature businesses; the effect of government policies; and the role of personal characteristics in the success of a small business.

**BUS 1160 Business Law**
3 credits; 3 classroom hours/week; 3 lab hours/week
Examines basic business law and the legal environment in which business operates. Topics include business organization, legal structure and liability, contracts, sale of goods, intellectual property, employment law, and torts.
Explores the journey of business creation from an initial entrepreneurial idea to the successful management of a small business. Students develop practical, hands-on marketing and financial skills designed to increase the chances of success of an entrepreneurial endeavor. The final project is the creation of a business plan that may be used to help secure initial financing of a small business start-up. F, S, Su

BUS 1170  Microsoft Word
3 credits; 3 classroom hours/week; 3 lab hours/week
Covers word processing skills using Microsoft Word. Students will learn the basic and advanced tools for creating, editing, and formatting documents. In addition students will learn to customize Word, automate word processing tasks using macros, and create online forms using content controls. Prereq: Windows skills, including the ability to save, retrieve and manage files as well as navigate the MS Windows environment. Prereq: Basic keyboarding and MS Windows skills required. F, S, Su

BUS 1171  Introduction to Excel
1 credit; 1 classroom hours/week; 0 lab hours/week
Introduces how to create spreadsheets using Excel. It focuses on techniques for creating, editing, formatting, and maintaining a spreadsheet efficiently. Students will learn to sort and manipulate data using formulas and functions. Students will also learn to create and modify charts in Excel. Prereq: Basic keyboarding and MS Windows skills required. F

BUS 1172  Intermediate Excel
1 credit; 1 classroom hours/week; 0 lab hours/week
Introduces advanced features in Microsoft Excel. Students will learn to capture, format, calculate, analyze, and present data using advanced formulas, PivotTables and PivotCharts. Students will also learn to manage data ranges, tables, multiple workbooks, and automate tasks using macros. Prereq: BUS 1171 or BUS 1100 or consent of instructor. F

BUS 1173  Microsoft PowerPoint
1 credit; 1 classroom hours/week; 0 lab hours/week
Introduces how to design, manage, and modify professional-looking presentations using PowerPoint. Students will learn how to apply the powerful tools provided by PowerPoint to create and format slides. Students will also learn how to enhance presentations using graphics, video, and audio files. Prereq: Basic keyboarding and MS Windows skills required. F, S

BUS 1174  Introduction to Microsoft Access
1 credit; 1 classroom hours/week; 0 lab hours/week
Introduces how to create and maintain a database using Access. Topics include relational database concepts, building and customizing tables, creating queries, and constructing basic forms and reports. Prereq: Basic keyboarding and MS Windows skills required. F, S, Su

BUS 1175  Intermediate Microsoft Access
1 credit; 1 classroom hours/week; 0 lab hours/week
Covers advanced form and report construction using Microsoft Access. Students will learn to use form tools to create custom forms, design reports; and maintain a database using advanced queries. Student will also perform basic data analysis using PivotTables. Prereq: BUS 1100 or BUS 1174 or consent of instructor. F, S, Su

BUS 1176  Project Management Software
3 credits; 3 classroom hours/week; 0 lab hours/week
Uses Microsoft Project to introduce project management theory and application. Topics in this course include: creating a project to include task definition and dependencies; examination of critical path, constraints, and earned value; allocation of resources; assigning resources and project costs; tracking progress; and sharing of project information. Prereq: Basic keyboarding and MS Windows skills required. Concurrent enrollment in BUS 2320 helpful but not required. F, S, Su

BUS 1189  Business Internship
2-4 credits; hours arranged
Offers the student practical work experience in a business environment. The student should have the opportunity to apply what is learned in the classroom to the working world. A new job assignment with a current employer may be a suitable internship experience. Note: This course may be repeated for a maximum of 6 credits. Prerequisites: Permission of instructor. F(V)

BUS 2004  Principles of Marketing
3 credits; 3 classroom hours/week; 0 lab hours/week
Provides an overview of the marketing process and examines the role of government, the marketing environment, consumer behavior, and the marketing function within an enterprise. Students will learn how to develop and implement an effective marketing plan which includes identification of target markets and the utilization of the appropriate marketing mix (product, price, promotion, and distribution). The course also covers essential marketing concepts and terminology such as positioning, segmentation, relationship marketing, marketing information systems, etc. F, S, Su

BUS 2021  Principles of Management
3 credits; 3 classroom hours/week; 0 lab hours/week
Studies management’s role in helping organizations establish and achieve their mission and goals. Assists individuals in developing the skills needed to become successful practicing managers in today’s society. Major areas of focus include the historical functions of management (planning, organizing, leading and controlling) as well as emerging ideas and practices that are transforming management and leadership in modern organizations. F, S, Su

BUS 2100  Business Finance
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces financial management in a business environment. Students will develop an understanding of topics including time value of money, stock and bond valuation, security markets, risk and return, and capital budgeting. Students also will engage in hands-on activities involving financial markets. Prerequisites: ACCT 2101 or equivalent. S

BUS 2330  Employment Law for Business
2-4 credits; hours arranged
Provides employee and labor laws affecting employee and labor relations, impact of organizational culture on employee relations, employee relations strategies, measuring attitudes, policies, procedures, and work rules, discipline and complaint procedures, unfair labor practices, collective bargaining, and strikes and secondary boycotts. F

BUS 2350  Contemporary Business Topics
1-3 credits
Explores selected issues and developments currently facing American business. These may relate to the managerial, social, ethical, legal, financial, economic, technological, political and international aspects of business. Permission of instructor may be required in certain topic areas. F(V)

BUS 2352  Project Management and Planning Skills
3 credits; 3 classroom hours/week; 0 lab hours/week
Presents a systematic approach to managing and integrating the work of individuals and teams in their pursuit of organizational goals. Topics include defining project purpose, analyzing task and resource requirements, understanding behavioral dimensions, and using common tools for planning and controlling projects. Note: It is recommended that students take BUS 1121 (Principles of Management) before this course. S(V)
CHEMISTRY

About the Chemistry Department

The chemistry department offers specialized and general courses, all with laboratory, which meet requirements for two- and four-year degrees in the physical and life sciences, including nursing. Students interested in a major in chemistry, the sciences or engineering may wish to pursue either the A.S. degree in chemistry or the A.A. with emphasis in chemistry. Students are encouraged to consult with a counselor when selecting classes.

CHEM 1010 Introductory Chemistry (MnTC 2, 3B)
4 credits; 3 classroom hours/week; 3 lab hours/week
Introduces basic principles and concepts of chemistry to students who previously have had no chemistry or who desire a basic review of chemistry. This course is a lab science course designed for non-science majors and for students who need a basic chemistry course before pursuing chemistry. This course is a lab science course designed for non-science majors and for students who need a basic chemistry course before pursuing chemistry. Recommended: CHEM 1010 or a full year of advanced high school chemistry within the last 2 years and with a grade of “C” or higher. F, S

CHEM 1061 Principles of Chemistry I (MnTC 2, 3B)
5 credits; 4 classroom hours/week; 3 lab hours/week
Continues CHEM 1061 with emphasis on thermochemistry, properties of liquids and solids, properties of aqueous solutions, principles of kinetics, acid-base concepts, solution chemistry applied to chemical equilibria of weak electrolytes, saturated aqueous solutions of slightly soluble salts and complex ions, and basic concepts of thermodynamics. The lab component of this course provides the student with the opportunity to apply chemical concepts through observation, data collection, quantitative measurement, problem analysis and mathematical applications to chemistry. Approved safety goggles and a lab apron are required. Prerequisites: CHEM 1061. F, S

CHEM 1062 Principles of Chemistry II (MnTC 2, 3B)
5 credits; 4 classroom hours/week; 3 lab hours/week
Continues CHEM 1061 with emphasis on thermochemistry, properties of liquids and solids, properties of aqueous solutions, principles of kinetics, acid-base concepts, solution chemistry applied to chemical equilibria of weak electrolytes, saturated aqueous solutions of slightly soluble salts and complex ions, and basic concepts of thermodynamics. The lab component of this course provides the student with the opportunity to apply chemical concepts through observation, data collection, quantitative measurement, problem analysis and mathematical applications to chemistry. Approved safety goggles and a lab apron are required. Prerequisites: CHEM 1061. F, S

CHEM 2061 Organic Chemistry I
5 credits; 4 classroom hours/week; 4 lab hours/week
Intended for students pursuing a major in chemistry, biology, chemical or material science engineering, pharmacy, veterinary medicine and a variety of medical fields. The course includes a review of basic chemical concepts applied to organic compounds, the role of covalent bonding in organic compounds, functional groups, resonance, structural isomerism, an overview of organic nomenclature, chemical properties of alkanes, stereoisomerism, substitution and elimination reactions, free-radical reactions, preparation and reactions of alcohols, ethers and esters. The lab component of the course provides the student experience with lab techniques applied to organic chemistry. Prerequisites: CHEM 1062. F

CHEM 2062 Organic Chemistry II
5 credits; 4 classroom hours/week; 4 lab hours/week
A continuation of CHEM 2061 that includes the study of IR and NMR spectroscopy, the chemistry of alkenes, alkenes, aromatic compounds, aldehydes, ketones, carboxylic acids and their derivatives, conjugate addition reactions, enolates and carbanions, amines and an introduction to some biochemical organic compounds. The lab component of the course provides the student experience with obtaining and interpreting IR spectra for reactants and products in organic reactions, synthesis and isolation of products from reaction mixtures, identification methods for selected families of organic compounds and analytic techniques used in the identification of organic compounds. Prerequisites: CHEM 2061. S

CHEMICAL NOMENCLATURE, CHEMICAL REACTIONS, REACTION STOICHIOMETRY
Includes study of basic chemical theory and application with emphasis upon atomic theory and structure, chemical bonding, inorganic chemical nomenclature, chemical reactions, reaction stoichiometry, periodic relationships, molecular structure, properties of gases and the kinetic molecular theory. The lab component of this course provides the student with the opportunity to apply chemical concepts through observation, data collection, quantitative measurement, problem analysis, and mathematical applications to chemistry. Approved safety goggles and a lab apron are required. Prerequisites: MATH 0940 with a grade of “C” or higher OR higher level placement, either within the last 2 years. Recommended: CHEM 1010 or a full year of advanced high school chemistry within the last 2 years and with a grade of “C” or higher. F, S

CHEMISTRY

About Career Development Courses

These courses are designed to help you discover career interests and explore them through academic study and community/work experience.

CRDV 1100 Career Exploration and Planning
1 credit; 1 classroom hour/week; 0 lab hours/week
Designed for students interested in gaining the essential information needed for career and educational planning decisions. To assist in the process, students complete assessment inventories, become competent users of numerous career and educational planning resources, and ultimately identify and explore career options. Appropriate for students who are undecided about their major and for students who have direction but want more information regarding career and academic planning. F, S

CRDV 1900 Field Experience
3 credits; 1 classroom hours/week; 40 lab hours/credit
Provides a supervised practical community based learning experience in a wide variety of settings. It's purpose is to assist the student in analyzing the career possibilities of that work placement and to develop employment related skills. Students spend a minimum of 40 hours per credit on the job and attend a seminar/meetings on campus. Student is responsible for own transportation to work site. Prerequisites: Completion of 15 semester hours at IHCC, be in good academic standing, completion of an application, and acceptance into the program by counseling faculty.

CRDV 2100 Job Search Strategies
1 credit; 1 classroom hour/week; 0 lab hours/week
Designed to assist students with identifying effective job search strategies including professional skills and resources needed to obtain employment, internships, volunteer, informational interviews and other relevant employment experience. Students will prepare a resume and cover letter as well as develop a networking plan. In addition, students will begin to learn about the interview process and begin to develop interviewing skills. Placement into ENG 0090 or completion of READ/EAP 0090. Recommended: Placement into ENG 1108. F, S

CHEMISTRY

About the Chinese Department

The Chinese department offers Introduction to Chinese Culture, and Eastern Philosophy (listed under Philosophy). Chinese studies is a growing field and knowledge of culture can help you in business, international law, history, art and music. Coursework also may be used to satisfy electives and program requirements, cultivate personal interests, or help you begin the path toward a minor or major in Chinese or East Asian Studies. Consult with an academic advisor or your transfer school.

CHIN 111 Introduction to Chinese Culture (MnTC 6B, 8)
3 credits; 3 classroom hours/week; 0 lab hours/week
Surveys cultural heritage of China, examining the philosophy, language and literature, and fine arts of the Chinese tradition. Emphasis is on
COMMUNICATION
About the Communication Department
All human interaction is mediated through communication. In the communication department, our studies focus on developing a greater understanding of the nature of human interaction by exploring how messages are created, transmitted and received through the use of verbal and nonverbal symbols. Courses in the communication department will enhance the range of your communication skills for both personal development and growth, as well as prepare you to communicate effectively in personal relationships and in organizational settings. Courses fulfill transfer curriculum requirements and provide majors with core Prerequisites. Majors pursue a wide range of career opportunities including law, teaching, public service, politics, journalism, advertising and many other fields that require good communication skills.

COMM 1100 Interpersonal Communication (MnTC 1, 7)
3 credits; 3 classroom hours/week; 0 lab hours/week
Is a course that helps students recognize that we live and work in relationship with others and must communicate effectively with them to achieve our goals. This class helps students acquire the skills to effectively communicate with family members, intimate others, co-workers, friends, and acquaintances. After reviewing relevant interpersonal theory, students will examine and identify their own communication attitudes and behaviors. Students will also learn and apply techniques for improving communication in their relationships through active practice. Students will participate in multiple activities, both in and outside the classroom setting, to build their interpersonal communication skills. E, S, Su

COMM 1110 Public Speaking (MnTC 1, 2)
3 credits; 3 classroom hours/week; 0 lab hours/week
Is the introductory study of the theory and practice of public speaking. Public presentation skills are required for individuals to be successful in our workplaces, communities and many other contexts in today's society. Students will learn about the different types of public speeches commonly encountered and learn how to research, organize and write their ideas into clear and understandable forms of public communication. Students will also practice the delivery skills needed to present ideas effectively. Students will be required to speak and participate often and will also be required to present their speeches in a classroom setting with an audience of their peers and an instructor. E, S, Su

COMM 1120 Effective Communication in Organizations (MnTC 2)
3 credits; 3 classroom hours/week; 0 lab hours/week
Provides an overview of the role of communication in organizations and the various skills needed to become more effective as individuals in organizational settings. Specifically, this course will look at the communication contexts of interviews, meetings, teamwork and presentations. Additional topics will include organizational culture and change, cultural and ethical issues, interpersonal relations, and conflict and negotiation. V

COMM 2210 Oral Interpretation of Literature (MnTC 6A)
2 credits; 2 classroom hours/week; 0 lab hours/week
Explores aesthetic theory of literature and oral reading. Includes practice in reading for emphasis, interpretation and mastery of reading techniques. V

COMM 2230 Small Group Communication (MnTC 1, 2)
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces students to the practice and theory of communicating in small group settings. Working in groups is an integral part of living in today's society. Community and workplace situations require us to be able to lead, participate, and follow effectively. Participating in this course will assist students in developing the leadership, conflict management, problem solving and discussion skills necessary to function in group settings. Students will apply small group communication theory in small, task-oriented groups and develop presentation skills to showcase their understanding of what it means to be an effective group member. Evaluating the effectiveness of their own and others' group communication behaviors is also required. E, S, Su

COMM 2240 Intercultural Communication (MnTC 5, 8)
3 credits; 3 classroom hours/week; 0 lab hours/week
Explores factors that influence communication between individuals of different cultures. In our global society we are increasingly called upon to communicate in a variety of intercultural contexts. Students will develop an understanding of the relationship between cultural orientation and communication behaviors. Identifying their own cultural biases and assumptions will help students increase their awareness and tolerance of individual and group differences. Students will learn to demonstrate "cultural sensitivity" in interpersonal contacts and identify skills for interacting with people from culture groups other than their own. Students may not earn credit for both COMM 114 and COMM 2240. E, S, Su

COMM 2250 Topics in Communication Studies (MnTC 2, 7)
2 credits; 2 classroom hours/week; 0 lab hours/week
This course is a topics course. Please refer to the course section note for more information. V

COMMUNITY HEALTH WORKER
About the Community Health Worker Department
Designed for those interested in an allied health career, the community health worker program prepares people to perform a broad range of human services functions in helping patients manage their health care, understand choices and obtain services. Community health workers are employed by a variety of community agencies and health care organizations to increase cultural competence, obtain access to health care for the under served, improve quality of care for the chronically ill, promote healthy communities, and educate families about health care coverage and resources.

CMHW 1000 The Community Health Worker: Role, Advocacy & Outreach
3 credits; 2 classroom hours/week; 0 lab hours/week
Focuses on the community health worker's personal safety, self-care and personal wellness, and their role in the promotion of health and disease prevention for clients. Course includes classroom time plus 40 hours of internship field work. S

CMHW 1015 Organization & Resources: Community & Personal Strategies
2 credits; 1 classroom hour/week; 0 lab hours/week
Focuses on the community health worker's knowledge of the community and the ability to prioritize and organize work. Emphasis is on the use and critical analysis of resources and problem solving. Course includes classroom time plus 40 hours of internship field work. Prerequisites: CMHW 1000 or concurrent enrollment in CMHW 1000. S

CMHW 1025 Community Health Worker's Role in Teaching and Capacity Building
2 credits; 2 classroom hours/week; 0 lab hours/week
Focuses on the community health worker's role in teaching and increasing the capacity of the community and of the client to access the health care system. Emphasis is on establishing healthy lifestyles and clients developing agreements to take responsibility for achieving health goals. Students will learn and practice methods for planning, developing and implementing plans with clients to promote wellness.  

**CMHW 1035 The Community Health Worker: Legal and Ethical Responsibilities**  
1 credit; 1 classroom hour/week; 0 lab hours/week  
Focuses on the legal and ethical dimensions of the community health worker's role. The student will study the boundaries of the community health worker position, agency policies, confidentiality, liability, mandatory reporting and cultural issues that can influence legal and ethical responsibilities.  

**CMHW 1045 Community Health Worker: Coordination, Documentation and Reporting**  
1 credit; 1 classroom hour/week; 0 lab hours/week  
Focuses on the importance and ability of the community health worker to gather, document and report on client visits and other activities. The emphasis is on appropriate, accurate and clear documentation with consideration of legal and agency requirements.  

**CMHW 1055 Communication Skills and Cultural Competence**  
2 credits; 2 classroom hours/week; 0 lab hours/week  
Provides the content and skills in communication to assist community health workers in effectively interacting with a variety of clients, their families and a range of health care providers. You will learn about communicating verbally and non verbally, listening and interviewing, networking, building trust and working in teams. You will practice communication skills in the context of a community’s culture and the cultural implications that can affect client communication.  

**CMHW 1065 Health Promotion Competencies: Healthy Lifestyles**  
0.5 credits; 0.5 classroom hours/week; 0 lab hours/week  
Focuses on the knowledge and skills a community health worker needs to assist clients in realizing healthy eating patterns, controlling their weight, integrating exercise into their lives, taking their medications, talking with their doctors, controlling substances such as tobacco, managing stress, achieving life balance, and attaining personal and family wellness. Emphasis will be on learning strategies that can be used to aid in client awareness, their education and incorporation of health into their daily living. This course also provides information and activities in which the community health worker can assimilate these concepts into their own lives.  

**CMHW 1070 Health Promotion Competencies: Heart Disease & Stroke**  
0.5 credits; 0.5 classroom hours/week; 0 lab hours/week  
Focuses on community health workers working with clients and community members in preventing heart disease and stroke, as well as working with those who already have heart disease or who have already had a heart attack or stroke. Emphasized is an understanding of the physiology of the heart, risk factors and warning signs for heart disease and stroke, emotional and socioeconomic impact of heart disease and stroke, and common treatments. Also included are strategies for community health workers to work with clients on prevention, achieving healthy lifestyles and accessing needed resources.  

**CMHW 1075 Health Promotion Competencies: Maternal/Child/Teen**  
0.5 credits; 0.5 classroom hours/week; 0 lab hours/week  
Emphasizes the needs and requirements to support the health of mothers and their children. Emphasis is on knowledge and skills related to the stages of motherhood including prenatal care, labor and delivery, the postpartum experience and the cultural implications of birthing. Also included are the benefits of breast feeding and the nutritional needs of mothers and infants. Emphasis also is on the life cycle of the child from infant to teen, including developmental stages and their tasks. Issues such as sexuality, family planning, STDs, substance abuse and domestic violence, as well as the resources needed by mothers and their children are also discussed.  

**CMHW 1080 Health Promotion Competencies: Diabetes**  
0.5 credits; 0.5 classroom hours/week; 0 lab hours/week  
Focuses on the role of the community health worker in working with clients with diabetes. Emphasis is on understanding diabetes, its risk factors, signs and diagnoses, and the long-term complications. Strategies for assisting diabetic clients with balancing their lives to achieve their highest level of wellness is a primary focus. The role of the community health worker in diabetes prevention, control, resource identification and education also is included.  

**CMHW 1085 Health Promotion Competencies: Cancer**  
0.5 credits; 0.5 classroom hours/week; 0 lab hours/week  
Focuses on the role of the community health worker when working with cancer clients and their families. Emphasis is on understanding cancer, its risk factors, the screening tests for diagnosis and the types of treatments clients may be experiencing. Understanding the emotional factors involved in a cancer diagnosis and the cultural impact of that diagnosis and treatment is included. The role of community health workers is to help identify resources and provide access to those resources, as well as give aid and support to cancer clients and their families.  

**CMHW 1090 Health Promotion Competencies: Oral Health**  
0.5 credits; 0.5 classroom hours/week; 0 lab hours/week  
Focuses on a broad range of topics needed to understand and promote oral health. Included are dental anatomy, infection control, oral hygiene instruction and care, a guide for parents, use of fluoride and dental caries prevention, and nutrition required for good oral health. Insurance access for dental care and oral health is covered, as well as the identification of resources that can be provided by community health workers to promote optimal levels of oral health for their clients, families and communities.  

**CMHW 1095 Health Promotion Competencies: Mental Health**  
0.5 credits; 0.5 classroom hours/week; 0 lab hours/week  
Provides community health workers with an introduction to mental health and illness. Emphasis is on the community health worker's role in promoting mental health across cultures and decreasing the stigma of mental illness. Specific knowledge and skills focus on recognizing possible signs of mental illness and early intervention, being aware of the ethical and legal aspects of working with clients and mental illness, identifying mental health resources, referring clients and assisting them with access to resources. This course also provides opportunities for the community health worker to promote mental health of self, clients, families and communities.  

**COMPUTER SCIENCE**  
**About the Computer Science Department**  
Courses in the computer science department lay the foundation for advanced study and entrance to bachelor's degree programs and provide first-hand experience working with major computer languages and functions. An A.A.S. degree is offered. For degree requirements and description, see the Programs and Majors section of this catalog.  

**CS 1110 Beginning Java**  
3 credits; 3 classroom hours/week; 0 lab hours/week  
Introduces students to the JAVA programming language who do not have prior knowledge of any programming language. Topics covered include: the computer programming environment, fundamental language constructs (selection and repetition), introductory algorithms, program flow, logical expressions, input from the keyboard, output to a printer, methods and objects, and arrays. Prerequisites: MATH 0940. F
CS 1144 Visual Basic Programming
3 credits; 3 classroom hours/week; 0 lab hours/week
Emphasizes the VB controls and the programming interface and environment. Designed for students who are already experienced in an upper-level programming language and who desire to learn Visual Basic. Topics include Event-Driven and Object-Oriented Programming, single and multiple forms, controls, properties, coding behaviors for events, writing code modules, adding graphics and database access. Prerequisites: CS 1110 or CS 1119 or experience in any high-level programming language. F(V), S(V)

CS 1118 Discrete Structures of Computer Science (MnTC 4)
4 credits; 4 classroom hours/week; 0 lab hours/week
Introduces theoretical concepts of computer science, number systems, coding schemes, formal logic, sets and relations, induction, recursion, recurrences, graphs, proofs of program correctness, analysis of algorithms and asymptotic complexity measure at an advanced level. CS 1118 transfers into most four-year computer science programs. Prerequisites: CS 1110 or CS 1119 or equivalent, and MATH 1118 or MATH 1127 or equivalent. F

CS 1149 Computer Programming With C++
4 credits; 4 classroom hours/week; 0 lab hours/week
Introduces computer problem solving using C++ and an object oriented approach. Topics include data types, control structures, I/O streams, functions, arrays, structures, pointers, searching, sorting, and recursion. Designed for those students with no prior programming experience. Prerequisites: MATH 0940. F, S

CS 1121 Introduction to Unix
1 credit; 1 classroom hour/week; 0 lab hours/week
Introduces the Unix operating system using Linux. Topics include Unix shells, entering commands, Unix file systems, system administration, user management and file permissions, Unix editors, file processing, shell programming, Unix utilities, programming tools and X Window system. Emphasis will be placed on how to interact with the Unix shell and basic system administration. S

CS 1126 Java Programming
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces object-oriented programming using Java. Topics include objects and classes, organizing data, inheritance, graphics and graphical user interfaces, and API support. This course is designed for students who are familiar with basic programming concepts, including branching, looping, subroutines and arrays. Prerequisites: CS 1110 or CS 1119 or any first computer language. F, S, S(V)

CS 1127 Advanced Java Programming
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces advanced Java programming. Topics include Exception Handling, Multithreading, Multimedia, Files and Streams, JDBC, Servlets, RMI, Networking, Java Utilities package, Collections and JavaBeans. Prerequisites: CS 1126. S

CS 1126 Algorithms and Data Structures with Java
4 credits; 4 classroom hours/week; 0 lab hours/week
Introduces procedural and data abstraction. Includes elementary abstract data types including lists, stacks, queues and their applications. Includes intermediate abstract data types, including trees, priority queues, heaps, hash tables and their applications. Topics also include recursion and Java collections framework. Prerequisites: CS 1126, and MATH 1118 or MATH 1127. S

CS 1500 Database Management Systems
3 credits; 3 classroom hours/week; 0 lab hours/week
Explores issues related to the design, development, and use of computer databases. Topics covered include: database models, database design methodologies, data normalization, SQL instruction, and implementation issues. Students develop databases using several database products, which may include Access and SQL Server. Prerequisites: ITC 1151 Intermediate Access, or consent of instructor.

CS 1110 Object-Oriented Analysis & Design I
3 credits; 3 classroom hours/week; 0 lab hours/week
Provides students with an understanding of the software development process with an emphasis on the requirements and analysis disciplines. Student will gain exposure to an interactive software development process and develop the requirements and analysis artifacts through use of the Unified Modeling Language (UML) and a visual modeling (CASE) tool. The emphasis of the course is on object-oriented and interactive methods; however, students also will gain exposure to other development methods and structured techniques. Prerequisites: CS 1119 or CS 1126. F

CS 1110 Object-Oriented Analysis and Design II
3 credits; 3 classroom hours/week; 0 lab hours/week
Extends the concepts and principles from Systems Analysis and Design I. Explores the theoretical and practical aspects of object-oriented design and its related principles. Students will experience first-hand the technical and non-technical issues that can arise with developing design artifacts for a software development project. Students will create a design solution for a software-based system in a team-based development environment. Through implementation and testing, students will validate the design. The course also will investigate emerging topics such as object-oriented patterns and refactoring. Prerequisites: CS 2200. S

CS 2250 HTML
1 credit; 1 classroom hour/week; 0 lab hours/week
Introduces web page development using HTML. Students will learn to incorporate text, images, formatting, hyperlinks, tables, frames and forms into web pages. Not intended to fulfill a programming language Prerequisites. Prerequisites: ITC 1100 or consent of instructor. S

CS 2251 Introduction to XML
3 credits; 3 classroom hours/week; 0 lab hours/week
Includes XML syntax, Document Type Definition (DTD), schema and parser, Cascading Style Sheet (CSS), Document Object Model (DOM), Simple API for XML (SAX), XML Path Language (XPath) and Extensible Stylesheet Language (XSL). This course is designed for students who are experienced with HTML and are interested in learning mark-up language beyond HTML. Prerequisites: CS 2250 or equivalent. F

CS 2260 Web Design and Development
2 credits; 2 classroom hours/week; 0 lab hours/week
Teaches students about the design, development and use of the Internet and World Wide Web. Topics covered include: Internet basics and structure, page authoring languages, user interaction support, establishing servers for others, business and marketing issues. The student will use the techniques to develop an Internet server system. Prerequisites: CS 2250 or HTML experience. F(V), S(V)

CS 2270 Interactive Web Development
2 credits; 2 classroom hours/week; 0 lab hours/week
Teaches students how to develop user-interactive products on the World Wide Web. Topics covered include JavaScript client side programming, server side programming database access using JDBC/HTX and ASP, COOKIES and SERVLETS. Prerequisites: CS 2260 and CS 1110 or 1119. F(V), S(V)
CONSTRUCTION MANAGEMENT

About the Construction Management Department
Key courses provide fundamentals in construction management and make up the associate degree and certificate options. For requirements and descriptions, see the Programs and Majors section of this catalog.

CMSV 1000 Introduction to Construction Management
1 credit; 1 classroom hours/week; 0 lab hours/week
Provides an overview of the construction industry which introduces the student to the duties and responsibilities of the professional construction manager. Lectures, field trips, and speakers will expose students to the fundamentals of construction techniques and methods employed by professionals in the industry with an emphasis on career opportunities.

CMSV 2890 Building Organization & Technology
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces students to construction materials and their methodologies. Topics include construction terminology, materials and their properties, manufacturing processes, construction techniques, and other related topics. This course is intended for students with limited construction experience.

CMSV 2875 Mechanical and Electrical Systems
4 credits; 3 classroom hours/week; 0 lab hours/week
Prepares students to identify, analyze and evaluate all aspects of building mechanical, electrical and plumbing systems. The students will explore a variety of systems found typical in both residential and commercial buildings, and will have the opportunity to gain detailed knowledge on how systems are designed, constructed and perform. This course is designed for construction managers, project superintendents, code officials and other construction-related industry professionals. Students completing this course will develop skills that allow them to become familiar with the range of competencies associated with mechanical and electrical systems.

CMSV 2860 Construction Estimating
3 credits; 3 classroom hours/week; 0 lab hours/week
Explores the basic techniques and guidelines of estimating. The student will develop skills to prepare cost estimates considering the important aspects of material takeoffs, labor, equipment and time. Practical, step-by-step cost estimating procedures will be applied to an actual building project.

CMSV 2900 Construction Scheduling
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces the varied technology that comprise buildings and an exploration into the sequential process of building construction. Theories of building types, functional organizations and material applications are presented. This course also includes the identification of historic basis for and comparison between basic building materials and construction methods. The importance of building assembly sequences is also presented.

CREDIT FOR PRIOR LEARNING

About Credit for Prior Learning Courses
These specialized courses are offered as part of Adult Success through Accelerated Programs (ASAP) and focus on academic planning, degree planning, goal setting, achieving success in college and prior learning assessment preparation. Through ASAP, students can accelerate their degree process through accelerated course offerings and by earning college credit for knowledge gained through work and life experiences. Admission to the program is required. ASAP students often choose to pursue the Individualized Professional Studies Degree (A.S.). See degree requirements and description in the Programs and Majors section of this catalog. Refer to the Interdisciplinary Studies department in this section of the catalog for the specific courses: INTS 1010 and INTS 1011.

CRIMINAL JUSTICE STUDIES

About the Criminal Justice Studies Program
The criminal justice program at Inver Hills is designed to: (1) prepare students for entry-level positions in corrections (such as correctional officers and probation/parole aides) at state, county and local agencies; and (2) provide students with the academic foundation needed to pursue and complete a bachelor’s degree in criminal justice studies. This A.S. degree...
comprises courses in sociology and other areas. See degree requirements and description in the Programs and Majors section of this catalog.

**CJS 1150 Introduction to Criminal Justice**  
3 credits; 3 classroom hours/week; 0 lab hours/week  
Describes the American system of criminal justice, covering theories of justice, criminal law, policing, courts and associated pre- and post-trial legal processes, punishment and corrections, and juvenile justice. Prerequisites: Instructor approval or placement by Accuplacer assessment into ENG 1108 or completion of ENG/EAP 0099 with a C grade or better. F, S, Su

**CJS 1152 Police and Community**  
3 credits; 3 classroom hours/week; 0 lab hours/week  
Studies the historical and contemporary roles of policing in society, strategies for positive police-community relations and job-related issues for police officers. Prerequisites: CJS 1150 or instructor approval. F, S, Su

**CJS 1154 Juvenile Justice**  
3 credits; 3 classroom hours/week; 0 lab hours/week  
Examines the historical foundations, current philosophies, procedures and characteristics of the juvenile justice system. It will explore theories of delinquency, strategies for working with juveniles, and Minnesota statutes and community corrections that applies specifically to juveniles. Prerequisites: CJS 1150 or instructor approval. F, S, Su

**CJS 1156 American Corrections**  
3 credits; 3 classroom hours/week; 0 lab hours/week  
Considers the history, theories and practices of corrections, which will be reviewed and applied to the Minnesota corrections system. Course formerly known as CJS1156 Introduction to Corrections. F, S

**CJS 1162 Special Populations in CJ**  
3 credits; 3 classroom hours/week; 0 lab hours/week  
Explains the current trends in criminal justice, which recognizes the diversity of offenders that populates the criminal justice system. Taken from criminological, anthropological, and sociological perspectives, this course will analyze the issues which prompted a specialized approach to various offender groups. Topics will include elderly offenders, mentally ill and emotionally disturbed offenders, sexual deviants, gang classified offenders, drug/alcohol abusers, various minority groups, and juvenile offenders. Historical development, societal issues, crime and punishment, discrimination, employment, and other serious problems are considered throughout. F, S

**CJS 2112 Community Corrections**  
3 credits; 3 classroom hours/week; 0 lab hours/week  
Introduces alternatives to traditional incarceration for convicted criminals and people on probation and parole. Topics include the history of community corrections, the legal framework for community corrections, the growth potential of the field, and the role of the corrections professional. Emphasis is upon sentencing, probation, parole, pre-trial release programs, intermediate sanctions, and halfway houses. Prerequisites: CJS 1156 with a grade of C or higher. F, S

**CJS 2114 Legal Issues and Corrections**  
3 credits; 3 classroom hours/week; 0 lab hours/week  
Studies the legal rights and obligations of probationers, inmates, and parolees. Constitutional issues such as privacy, search and seizure, correspondence, medical treatment and religious practice will be studied. Topics will also include the legal rights of incarcerated individuals confined in public and private facilities, along with the rights, obligations, and responsibilities of corrections agencies and personnel. Juvenile corrections included. Prerequisites: CJS 1156 with a grade of C or higher. F, S

**CJS 2116 Report Writing in Corrections**  
1 credit; 1 classroom hours/week; 0 lab hours/week  
Provides the technical understanding and practical application in basic report writing, note taking and standardized report forms commonly used by corrections personnel. Topics include proper note-taking, report writing mechanics, style, and editing, and data privacy rules and regulations. Emphasis is placed on developing a clear, concise style in expressing factual, relevant information. Job search skills are covered; including resume/cover letter writing, and background/interview preparation. Prerequisites: CJS 1156 with a grade of C or higher and ENG 1108 with a grade of C or higher. F, S

**CJS 2158 Criminology**  
3 credit; 3 classroom hours/week; 0 lab hours/week  
Explores the biological, sociological and psychological perspectives on the etiology of criminal behavior and applies them to selected case histories. Course formerly known as CJS 1158 Criminology. F, S

**CJS 2160 Criminal Justice and the Constitution**  
3 credit; 3 classroom hours/week; 0 lab hours/week  
Acquaint students with relevant content of the United States Constitution and Constitutional Amendments within political, social, and historical contexts; and examine the cognitive process in key judicial decisions. Course formerly known as CJS 1160 Constitutional Law for Criminal Justice Professionals. Prerequisites: CJS 1150 or instructor approval. F, S

**CJS 2225 Criminal Investigations**  
3 credits; 3 classroom hours/week; 0 lab hours/week  
Examines the reporting and investigations process for traffic crash events and demonstrates the accurate documentation, evidence handling procedures and preservation needed in crime scene investigations. Prerequisites: Acceptance into the Professional Licensing Core program.

**CJS 2230 Legal Issues in Law Enforcement**  
3 credits; 3 classroom hours/week; 0 lab hours/week  
Familiarizes students with the principles of criminal procedures, the rules established by the US Supreme Court relating to stop, frisk, arrest, search interrogation and identification, and the legal process applicable to law enforcement. Students will study the legal concepts involved in the application of the 4th, 5th, and 6th Amendments to policing as well as Minnesota State Constitution and procedural requirements. Prereq: Acceptance into the Professional Licensing Core program.

**CJS 2231 Minnesota Criminal and Traffic Code**  
3 credits; 3 classroom hours/week; 0 lab hours/week  
Examines the MN criminal statutes and MN traffic code applicable to law enforcement. Learners align their emerging understanding of criminal codes and laws to analyze the elements necessary to make an arrest and obtain a conviction. MN law related to use of force and use of deadly force is included in the analysis and discussion. Prereq: Acceptance into the Professional Licensing Core program.

**CJS 2235 Police Report Writing and Employment Preparation**  
2 credits; 2 classroom hours/week; 0 lab hours/week  
Instructs students in the correct preparation and construction of police reports using Minnesota POST Board approved format. Emphasis is placed on basic writing skills, which includes standard English, spelling, syntax, and police terminology. Job search skills are covered, which includes resume/cover letter writing, and background/interview preparation. Prereq: Acceptance into the Professional Licensing Core program.

**CJS 2240 Police and Human Behavior**  
3 credits; 3 classroom hours/week; 0 lab hours/week  
Integrates the academic and applied aspects of the basic patrol function for a police patrol officer. Includes an in-depth examination of a patrol
officer's duties, functions, and responsibilities, as well as knowledge, skills, and abilities. These include, but are not limited to, vehicle stops, traffic enforcement, pedestrian checks, officer safety issues, and other duties as they relate to the basic patrol function. Prereq: Acceptance into the Professional Licensing Core program.

**CJS 228g Field Experience: Criminal Justice**
4 credits; 1-2 classroom hours/week; 150 total internship hours
Accomplishes an off-campus learning experience in an agency providing a learning environment for students interested in the sociological perspective. Emphasis will be placed on experiences that relate to the student's career interests. In most instances these placements will be with law enforcement agencies and/or corrections. Course formerly known as CJS 1190 Field Experience: Criminal Justice. Prerequisites: Prereq: CJS 1150, CJS 1152 OR CJS 1156, CJS 1154, permission of internship coordinator, and attendance at an orientation session during the semester prior to registering for CJS 1190. F, S, Su

**ECONOMICS**

About the Economics Department
The economics department offers students a background in economics with courses that can be incorporated into four-year degree programs.

**ECON 1100 Economics for Consumers (MnTC 2, 5)**
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces students to the information and tools that will enable them to analyze and evaluate alternatives concerning major consumer issues with the goal of increasing personal well-being. [This course is not intended to satisfy the entrance prerequisites for most 4-year programs in economics, business or accounting.]. Prerequisites: Recommended READ 0093/0094 or placement into READ 1100. F

**ECON 1105 Principles of Macroeconomics (MnTC 5, 2)**
3 credits; 3 classroom hours/week; 0 lab hours/week
Examines the performance of the U.S. economy in the early 21st century (national income accounting) as measured against historical performance, including an analysis of U.S. economic institutions and government macroeconomic policies. Prerequisites: Recommended READ 0093/0094 or placement into ENG 1108. F, S, Su

**ECON 1106 Principles of Microeconomics (MnTC 5, 8)**
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces students to the supply and demand analysis of prices and production under different market structures, the role of government in a market economy, international trade and exchange rates, and income distribution and the pricing of economic resources. Prerequisites: Recommended placement into READ 0093/94 and MATH 0820 or 0840 or higher. F, S, Su

**EDUCATION**

About the Education Department
These courses make up a comprehensive, quality, pre-professional education curriculum that facilitates equal access to relevant upper-division teacher education licensure programs, as well as staff development opportunities for educators. A.S. degree programs are available in early childhood and education foundations. For full descriptions of each degree program, see the Programs and Majors section of this catalog.

**EDU/SPAN 1103 Spanish for Educators**
3 credits; 3 classroom hours/week; lab hours/week
Provides functional Spanish language communication skills for educators and other personnel who may have professional contact with Spanish speakers. Offers training in basic Spanish listening, speaking, reading, and writing skills in school settings where an interpreter might not be available. Conduct work-specific learning activities dedicated to the school office, nurse's office, classroom and instructional management, extracurricular activities, transportation and school security. NOTE: EDU 1103 and SPAN 1103 are co-listed; department should be selected at registration. Credit will be given in only one department. Su

**EDU 1109 Introduction To Education & Reflective Teaching**
4 credits; 3 classroom hours/week; 2 lab hours/week
Gives prospective educators and school paraprofessionals perspective on the rewards and challenges of teaching, including critical issues facing teaching and learning in today's schools. Class lectures/discussions, course readings, guest speakers, and field experiences will focus on such topics as educational equity, the achievement gap, poverty, diversity, resiliency, cultural awareness, using the community as a resource, effective teaching, school improvement, the importance of engaging in reflective teaching, and opportunities to further explore personal motivations for becoming a teacher. Participants are introduced to education through case studies and first-hand accounts of teaching and learning in schools, including an exploration of the impact that large social systems have on schools, teachers, and students and their families. In addition to attending the weekly 3-hour class lecture/discussion, students will complete a minimum of 30 Service Learning hours in a school setting. They will also use eFolio Minnesota to create a multimedia electronic portfolio to reflect upon their Service Learning experiences. This course will include completion of MTLE Basic Skills practice tests in Reading, Mathematics, and Writing, in preparation for Minnesota teacher licensure requirements. Note: To complete the requirements of the course students will need to receive a criminal background clearance. Please refer to the Criminal Background section of the catalog for more information on the criminal background study. F

**EDU 1110 Education: Early Childhood Birth To Grade 3**
3 credits; 2 classroom hours/week; 2 lab hours/week
Gives students a perspective on teaching at the early childhood through third-grade levels. In addition to attending the weekly 2-hour discussions, students will complete a minimum of 30 Service Learning hours in an early childhood program or elementary school setting. The lecture/discussion groups and guest speakers will focus on such issues as curriculum, Minnesota Early Childhood Indicators of Progress, classroom management, various cultures, parent-teacher communication, classroom issues, and technology in the classroom. Prerequisites: Recommended EDU 1109.

**EDU 1128 Guidance, Communication and Development of Young Children**
3 credits; 3 classroom hours/week; 0 lab hours/week
Discusses developmental characteristics of infants, toddlers and preschool children with emphasis on stages of and individual differences in rates and styles of learning. Incorporates guidance principles and techniques in order for students to better understand the child's behavior and improve skills in working with a child in various situations.

**EDU 1130 Early Childhood Education**
3 credits; 3 classroom hours/week; 0 lab hours/week
Provides an opportunity for students to explore the early childhood education field as caregivers of young children. Individuals will explore their role as a practitioner through self-exploration, classroom activities, and group activities.

**EDU 1132 Creative Activities for the Young Child**
2 credits; 2 classroom hours/week; 0 lab hours/week
Presents the principles needed to plan creative experiences for infants, toddlers, and young children in all curriculum areas. Creative activities and experiences will be explored that enhance children's social,
emotional, cognitive, language, and physical development. Materials fee required.

**EDU 133 Children’s Health, Nutrition, Physical Development and the Effects of Drugs**
3 credits; 3 classroom hours/week; 0 lab hours/week
Focuses on the knowledge and skills needed to maintain a safe and healthy environment for young children. Appropriate activities and experiences for young children will be addressed around the topics of health, safety, nutrition, physical development, and the effects of drugs on children.

**EDU 136 Infant and Toddler Development**
3 credits; 2 classroom hours/week; 2 lab hours/week
Focuses on developing a knowledge base about infant and toddler development emphasizing identification and creation of the learning environment. 40 hours of service learning/field experience required. To complete the requirements of the course students will need to receive a criminal background clearance. Please refer to the Criminal Background section of the catalog for more information on the criminal background study.

**EDU 138 Children with Special Needs**
3 credits; 3 classroom hours/week; 0 lab hours/week
Focuses on the knowledge and skills needed to create and maintain an integrated learning environment for children with special needs. An introduction and exploration of disabilities commonly found in infants, toddlers, preschool, and school age children.

**EDU 141 Learning Technology for K-12 Education**
2 credits; 2 classroom hours/week; 0 lab hours/week
Examines the historical and current contexts for applications of educational technology, including the research, resources, issues and trends shaping the role of educational technology in today’s urban classrooms. Course readings, class discussions, guest speakers, and course assignments will focus on topics such as the foundations for effective technology integration, the National Educational Technology Standards, and the enhancement of teaching and learning through the successful integration of current and future educational technology across the curriculum. Students will investigate and critically evaluate selected software, multimedia/ hypermedia, distance/online learning, and Internet/web-based applications as tools to actively and cognitively engage all learners. Students will use eFolio Minnesota to develop a multimedia electronic portfolio to document and reflect upon their technology competence. Prerequisites: Recommended concurrent or previous enrollment in EDU 1109. F

**EDU 143 Multicultural Education/Human Relations**
3 credits; 3 classroom hours/week; 0 lab hours/week
Emphasizes the development of classroom teachers who are multiculturally informed, gender fair and disability aware. Examines issues such as racism, sexism, oppression, prejudice and discrimination. The course aims to increase students’ capacity to identify, discuss and reflect on the ethical dimensions of political, social and personal life and to examine the responsibility of classroom teachers to practice productive citizenship. Emphasis is on demonstrating multicultural competence required of all successful teachers working with diverse youth. Designed to meet state of Minnesota human relations requirement for teacher licensure. F, S, Su

**EDU 2008 Introduction to Infant/Child Mental Health**
2 credits; 2 classroom hours/week; lab hours/week
Provides an introduction to mental health support and intervention for infants, children, and parents. Class sessions explore features of child mental health and mental health care, from prevalence to causes to effective treatments. Students will have opportunities to examine ways that children’s overall development is affected by early relationships and social and emotional influences, including but not limited to attachment, temperament, and toxic stress. Includes a comprehensive review of parenting and community resources to provide knowledge of best practices for those interested in working with infants, young children, and their families.

**EDU 2018 Instructional Strategies For Diverse Learners**
3 credits; 3 classroom hours/week; 0 lab hours/week
Examines research-based instructional strategies for successfully meeting the varying needs of students from economically, ethnically, culturally, and linguistically diverse groups. Course content will focus on a wide range of effective principles and instructional strategies, including specific classroom examples and supporting research studies. This course will also explore some of the historical, sociocultural, and critical issues impacting today’s schools. Participants will develop an extensive repertoire of instructional strategies, tools, and resources designed to foster increased student achievement and equity in education for all students. This course is designed for prospective educators, teachers, and school paraprofessionals interested in developing the knowledge and skills necessary to work effectively with students from diverse backgrounds.

**EDU 2020 Foundations of Early Literacy**
3 credits; 3 classroom hours/week; 0 lab hours/week
Focuses on theories and strategies related to literacy in PreK-3 classroom and home settings. Class sessions feature instructional methods to promote early literacy skill development and provide opportunities to learn about concepts of print, phonic awareness, vocabulary, comprehension, and writing. Includes a review of developmental assessment and evaluation practices. Intended for prospective early childhood or primary teachers, school paraprofessionals, and other educators working with emergent readers. S

**EDU/MUSC 2220 Music Education and Pedagogy**
3 credits; 3 classroom hours/week; 0 lab hours/week
Focuses on the knowledge and skills needed for anyone to experience, understand, produce, discuss and enjoy various forms of music with young children. Examines the characteristics of age-appropriate music activities, how music can integrate with other disciplines, and how to teach music to others. Incorporates music concepts, basic structural elements, principles and vocabulary of music, and current pedagogical practices. The course assumes no musical background and is an introductory course for prospective elementary educators, classroom paraprofessionals or teachers, and other students interested in learning how music pedagogy works. Credit can only be earned in one department. To fulfill goal 6 enroll in MUSC 2220. F, S, Su

**EDU 2250 Contemporary Education Topics**
1-3 credits; 1-3 classroom hours/week; 0 lab hours/week
Dependent on which issues or developments are selected for study. Topics and time allotments will vary according to course content and credits. V

**EDU 2809 Introduction to Children’s Literature**
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces students to the study and evaluation of literature (picture books, folktales, fantasy, realistic fiction, historical fiction, young adult fiction and nonfiction) written for children of all ages. Intended for students interested in a teaching career or in working with children, but is open to all interested students. Access to public libraries is required. S (odd years)

**EMERGENCY MEDICAL SERVICES**

About the Emergency Medical Services Department

Courses in emergency medical services prepare students for state certification as a first responder, emergency medical technician (EMT) and/or paramedic. The Inver Hills program is unique in its offering of an A.S. degree. Certificates are offered for EMT and paramedic, along
with the A.S. degree for paramedic. For degree requirements and course descriptions, see the Programs and Majors section of this catalog.

**EMS 1100 Emergency Medical Responder**
3 credits; 3 classroom hours/week; 0 lab hours/week
Includes patient assessment; CPR; airway management including oxygen, adjunct airways and other resuscitation equipment; medical emergencies including seizures, strokes, heart attacks, poisonings and cover trauma management; bandaging; splinting and spinal immobilization. Designed for those who are first on the scene of an accident or medical emergency; intended for police officers, firefighters and other public safety personnel. Students will be certified upon completion through the Minnesota Emergency Medical Services Regulatory Board. F, S, Su

**EMS 1101 Emergency Medical Technician**
9 credits; 6 classroom hours/week; 6 lab hours/week
Provides a foundation in emergency medical care. The course is designed to teach emergency care and transportation of patients who access the emergency medical system. Students will develop skills in the use of and care of all basic emergency equipment. The course includes topics such as patient assessment, trauma management, recognition and care of heart disease, respiratory problems and other medical emergencies. Emergency Medical Technicians perform interventions with the basic equipment typically found in emergency care settings. This course consists of lecture, skills practice and clinical experience at a local hospital and/or ambulance service. This course is approved by the Minnesota Emergency Medical Services Regulatory Board. Participants who successfully complete the course will be eligible to take the National Registry of EMT’s practical and written examinations for State and National Certification as an Emergency Medical Technician.

**Notice:** If you have been arrested, charged or convicted of any criminal offense, you should investigate the impact that the arrest, charge or conviction may have on your chances of employment in the field you intend to study or on your chances to obtain federal, state, and other higher education financial aid. Prerequisites: Mantoux test, immunization history, DHS Background Study. F, S, Su

**EMS 1110 EMS Operations**
2 credits; 0 classroom hours/week; 4 lab hours/week
Provides advanced instruction and experience with skills needed to work in the EMS field. Students lead a team of pre-hospital caregivers in realistic scenario simulations: life-like role-plays in which students must work through all phases of an ambulance call. These simulations are complex care situations that require the development of critical thinking and decision-making skills. Prerequisites: Current CPR certification, EMS 1101 or equivalent, valid driver’s license. F, S

**EMS 1115 Advanced Operations**
2 credits; 0 classroom hours/week; 4 lab hours/week
Builds on the skills learned in EMS 1105 Ambulance Operations. This includes additional ambulance driving training and a more difficult driving obstacle course, ambulance service leadership, and patient care report writing for increasing complex patients and scenes. Students also will learn and practice management of Multiple Casualty Incidents using the Incident Command System command structure. Other topics may be covered based on student interest, including but not limited to: interfacility transportation, assessment and treatment of complicated patients, high-tech patients, pediatrics, geriatrics and public health concerns. Students will need to demonstrate eligibility to drive MnSCU vehicles during the first week of class. Prerequisites: EMS 1105 or equivalent or instructor permission. S

**EMS 1120 Introduction to EKG Interpretation**
1 credit; 0 classroom hours/week; 2 lab hours/week
Designed to teach the student how to interpret and label the electrocardiogram (EKG). The focus of the course is basic rhythm interpretation, but also will cover such topics as: electrophysiology, EKG monitoring, genesis of the EKG and cardiac output as it relates to cardiac rhythms. S, Su(V)

**EMS 1122 EMS Systems**
2 credits; 2 classroom hours/week; 0 lab hours/week
Explores the complex systems which make up Emergency Medical Services. Students will learn the history, development and current model for the delivery of out-of-hospital medical services in the United States. The role of EMS in public health and other current issues will be explored. Prerequisites: Completion of EMS 1101 or equivalent recommended. F, S, Su(V)

**EMS 1123 Emergency Response to Crisis**
1 credit; 1 classroom hour/week; 0 lab hours/week
Provides a comprehensive course on crisis theory and the management of various behavioral, social, cultural, psychiatric and interpersonal problems. Emphasis is placed on the mental health of emergency workers in both personal and professional settings. Prerequisites: Current EMT-Basic certification or permission of instructor. F, S

**EMS 1130 Advanced Emergency Medical Technician**
4 credits; 4 classroom hours/week; 0 lab hours/week
Teaches emergency care and transportation of patients who access the emergency medical system. Students will further develop skills in the use of and care of all basic emergency equipment and selected advanced equipment and procedures. The course includes topics such as patient assessment, trauma management, recognition and care of heart disease, respiratory problems and other medical emergencies. Advanced Emergency Medical Technicians perform interventions within the scope of practice determined by the Minnesota Emergency Medical Services Regulatory Board (EMSRB). Participants who successfully complete the course will be eligible to take the National Registry of EMTs practical and written examinations for State and National Certification as an Advanced Emergency Medical Technician. Prerequisites: Current, or eligibility for, certification as an EMT in Minnesota; current certification in CPR at the Healthcare Provider level or equivalent. Co-requisite: EMS 1131. F, S, Su(V)

**EMS 1131 Advanced EMT Practicum**
2 credits; 0 classroom hours/week; 4 lab hours/week
Affords the student the opportunity to learn and practice AEMT skills. Learners progress from isolated skill practice through a series of increasingly realistic simulations. Simulations are planned in a cycle that increases in complexity and skill integration. Each successive exercise will build on the scale and experience of the previous one. Prerequisites: Co-requisite: EMS 1130. F, S, Su(V)

**EMS 1140 Basic Emergency Medical Services Topics**
1-4 credits
Makes available specific topics of current interest in the Emergency Medical Services field presented through a variety of instructional methodology and media. Prerequisites: written permission of instructor or EMT-Basic certification. F, S, Su

**EMS 1150 Pharmacology for the Advanced EMT**
1 credit; 1 classroom hour/week; 0 lab hours/week
Introduces basic and advanced concepts in pharmacology including pharmacodynamics and pharmacokinetics, alpha receptors, beta receptors, biotransformation and elimination. This introductory course also will focus on administration methodologies as well as drug calculation. Actual pharmacology included will focus on medications approved for the Advanced EMT such as nitroglycerin and albuterol. Prerequisites: EMS 1101 or equivalent; EMS 1130 or concurrent. F, S, Su(V)

**EMS 1188 Advanced EMT Patient Care Experience**
2 credits; 0 classroom hours/week; 0 lab hours/week Provides supervised work experience in the hospital and emergency prehospital environment. Emphasis on performance of psychomotor skills, patient assessment, development of critical thinking, leadership and development of interpersonal skills in an actual patient care setting. This course meets the clinical and field experience requirement for the Advanced EMT Standards. To complete the requirements of the course students will need to receive a criminal background clearance. Please refer to the Criminal Background Study section of the catalog for more information on the criminal background study. Prerequisites: Current Minnesota EMT certification, Mantoux test, immunization history, proof of health insurance, physical exam. Pre- or Co-requisites: EMS 1110, EMS 1130, EMS 1131, EMS 1150 F, S, Su

EMS 1189 Emergency Medical Services Internship
2 credits; hours arranged
Designed to give students work experience in the field of Emergency Medical Services (EMS). This course is an experiential exploration of the EMS career and of an organization doing such work. The student will have the opportunity to apply what is learned in the classroom to the working world. Students meet with the instructor to individually design objectives, outcomes and/or research topics. Students are matched with an intern and work supervisor or mentor within an EMS organization. Although students may occasionally have limited contact with real patients, the emphasis for this course is non-clinical in nature. Prerequisites: Written permission of EMS instructor or program director. F, S, Su

EMS 2420 Pathophysiology for EMS
3 credits; 3 classroom hours/week; 0 lab hours/week
Applies anatomy and physiology to common diseases and injuries encountered by EMS personnel. Students develop an understanding of how different disease processes interrupt normal bodily functions. Prerequisites: Acceptance to the Paramedic Core Program or instructor permission. F, S

EMS 2430 Advanced Pharmacology
2 credits; 2 classroom hours/week; 0 lab hours/week
Builds upon the concepts and medications learned in EMS 1150. Includes instruction on medications used in ACLS and PALS and introduces RSI pharmacology and non-prescription medications and supplements. Students also learn common lab values and common medications used in critical care transport. Proper documentation and use of controlled substances is also covered. Prerequisites: Acceptance into the Paramedic Core Program, or permission of instructor. F, S

EMS 2440 Shock and Trauma
2 credits; 2 classroom hours/week; 0 lab hours/week
Focusses on the pathophysiology of shock and the kinematics of trauma. An epidemiological approach will be used to show the effects of traumatic injuries on the human body and its systems. Heat and cold emergencies will also be reviewed. This course will utilize case study review to emphasize total patient care in a traumatic situation. Prerequisites: Acceptance into the Paramedic Core Program or permission of instructor. F, S

EMS 2460 Medical Emergencies I
4 credits; 4 classroom hours/week; 0 lab hours/week
Reviews in detail patient assessment and management of medical emergencies likely to be encountered in the pre-hospital environment. Emphasis is placed upon initial management of life-threatening emergencies, information gathering, review of body systems while prioritizing field care. Medical emergencies studied will include respiratory, cerebrovascular accidents and cardiovascular problems. Basic and advanced concepts of EKG monitoring techniques and interpretation are also included as they pertain to the topics mentioned. Prerequisites: Acceptance into the Paramedic Core Program or permission of instructor. F, S

EMS 2470 Field Skills Lab I
3 credits; 0 classroom hours/week; 6 lab hours/week
Provides the opportunity to practice Basic Life Support and Advanced Life Support skills. Scenarios, skill drills and other interactive classroom activities will be required. Emphasis placed on skill competence and preparation for certification exams. Prerequisites: Acceptance into the Paramedic Core Program, or permission of instructor. F, S

EMS 2488 Paramedic Patient Care Experience I
2 credits; 0 classroom hours/week; 0 lab hours/week; 12 clinical hours/week
Provides competency-based clinical experiences in emergency medical services field response units, hospitals, health care clinics and other venues. Students perform advanced life support skills and patient assessments, formulate differential diagnoses, and direct patient care teams. Students are under the supervision of a preceptor or instructor. Prerequisites: Acceptance into the Paramedic Core Program. Pre or co-requisites: EMS 2460, EMS 2470 and EMS 2440, or permission of instructor. Note: To complete the requirements of the course students will need to receive a criminal background clearance. Please refer to the Criminal Background section of the catalog for more information on the criminal background study. F, S

EMS 2530 Pediatrics and Obstetrics/Gynecology Assessment and Intervention
3 credits; 2 classroom hours/week; 2 lab hours/week
Provides a comprehensive review on obstetrical emergencies, childbirth, pediatric assessment, evaluation and stabilization. Pediatric medical emergencies and trauma are also discussed. This course consists of discussion and hands-on practice of simulated childbirth, neonatal resuscitation, pediatric advanced life support and medical emergency evaluation of the pediatric patient. This course incorporates material outlined in the American Heart Association PALS course, and certification is available to those successfully completing the requirements. Prerequisites: EMS 2460 and Acceptance into the Paramedic Core Program. F, S

EMS 2540 Special Rescue Operations
2 credits; 0 classroom hours/week; 4 lab hours/week
Provides classroom and practical training in rescue operations and techniques including extrication, water rescue, high-level and sub-level rescue, search and recovery, multiple casualty situations, incident command, and hazardous material awareness. Also includes emergency driving skills practice. Prerequisites: Acceptance into the Paramedic Core Program, or Instructor Permission. S, Su

EMS 2560 Medical Emergencies II
3 credits; 3 classroom hours/week; 0 lab hours/week
Explores medical emergencies and their effect on patients in the prehospital environment. This course is a continuation of Medical Emergencies I, and covers topics such as: the immune system, infectious diseases, endocrine emergencies, anaphylaxis, environmental emergencies, the acute abdomen, toxicology and psychiatric emergencies. This course also addresses special topics such as geriatrics, alcohol and drug abuse. Prerequisites: EMS 2460 or permission of instructor. S, Su

EMS 2570 Field Skills Lab II
2 credits; 0 classroom hours/week; 4 lab hours/week
Provides the opportunity to practice Basic Life Support and Advanced Life Support skills. Scenarios, skill drills and other interactive classroom activities will be required. Emphasis placed on skill competence and preparation for certification exams. Prerequisites: EMS 2470 and Acceptance into the Paramedic Core Program F, S

EMS 2580 Synthesis of Advanced Life Support
1 credit; 0 classroom hours/week; 2 lab hours/week
Provides a summary review and evaluation of all core content in EMS
courses. This course helps students apply theoretical and practical knowledge gained throughout the EMS program toward its completion and successful paramedic state and national certification. Prerequisites: Acceptance into the paramedic core program. Pre or co-requisites: EMS 2560, and EMS 2570, or instructor permission. Note: To complete the requirements of the course students will need to receive a criminal background clearance. Please refer to the Criminal Background section of the catalog for more information on the criminal background study.

EMS 2588 Paramedic Patient Care Experience II
4 credits; 0 classroom hours/week; 0 lab hours/week
Provides competency-based clinical experiences in emergency medical services field response units, hospitals, health care clinics and other venues. Students perform advanced life support skills and patient assessments, formulate differential diagnoses, and direct patient care teams. Students function as advanced life support team leaders are under the supervision of a preceptor or instructor. Prerequisites: Acceptance into the paramedic core program. Pre or co-requisites: EMS 2560, and EMS 2570, or instructor permission. Note: To complete the requirements of the course students will need to receive a criminal background clearance. Please refer to the Criminal Background section of the catalog for more information on the criminal background study.

EMS 2900 Role of the Community Paramedic
2 credits; 2 classroom hours/week; 0 lab hours/week
Explores the role of the Community Paramedic and how it is integrated into the primary care and public health systems. Students will learn the roles of other healthcare providers who are part of the healthcare home team. Prerequisites: Certified Paramedic with 2 years full time or equivalent experience; Co-requisites: EMS 2910; EMS 2920; EMS 2930. F, S

EMS 2910 Community Assessment
3 credits; 3 classroom hours/week; 0 lab hours/week
Guides the student through the community assessment process. Students will conduct a needs gap analysis in their home community, and create a resource map designed to meet those needs. Prerequisites: Certified Paramedic with 2 years full time or equivalent experience; Co-requisites: EMS 2900; EMS 2920; EMS 2930. F, S

EMS 2920 Pathophysiology and Disease Management for the Community Paramedic
2 credits; 2 classroom hours/week; 0 lab hours/week
Expands on the past knowledge and experience of a paramedic by further exploring chronic conditions commonly encountered in a primary care and public health setting. Prerequisites: Certified Paramedic with 2 years full time or equivalent experience; Co-requisites: EMS 2900; EMS 2910; EMS 2930. F, S

EMS 2930 Community Paramedic Patient Care Experience
5 credits; 0 classroom hours/week; 1 lab hours/week 12.5 clinical hours/week
Provides clinical experience in primary care and other specialties commonly involved in public health and chronic disease management. Includes 16 hours of simulation time focused on advanced assessment skills and suturing. Prerequisites: Certified Paramedic with 2 years full time or equivalent experience; Co-requisites: EMS 2900; EMS 2910; EMS 2920. F, S

ENGINEERING
About the Engineering Department
The engineering department offerings include general transfer courses appropriate to four-year degrees in civil, electrical and mechanical engineering at the University of Minnesota, Minnesota State University, Mankato, and St. Cloud State University. Students interested in a major in engineering are encouraged to consult with a counselor when selecting classes. Students interested in transferring to an engineering program outside Minnesota are strongly advised to consult with the engineering faculty about their transfer plans.

ENGR 1000 Orientation to Engineering
1 credits; 1 classroom hours/week; 0 lab hours/week
Provides information on engineering majors and engineering functions, aptitudes and skills engineers need, the Inver Hills A.S Engineering Fundamentals program, and programs at transfer institutions. Topics also include essential skills for academic and career success, importance of professional networking, and ethics in engineering practice. Recommended for any student considering engineering or wanting to explore engineering as a career choice. F, S

ENGR 1100 Introduction to Engineering I
2 credits; 1 classroom hours/week; 2 lab hours/week
Introduces students to the fundamental engineering concepts, applications of math and physics concepts for engineering problem solving. Topics include introduction to programming using MATLAB, fundamentals of 2-D and 3-D engineering graphics, project management, and engineering design. A collaborative (teamwork) engineering project, a brief design report, and a presentation on the project will be required. Prerequisites: A grade of C or higher in MATH 1119 or 1127 or higher, and ENGR 1000. ENG 0099 is strongly recommended. V

ENGR 1101 Introduction to Engineering II
2 credits; 1 classroom hours/week; 2 lab hours/week
Provides continued introduction to engineering. Topics include introduction to electrical circuits, machines, electronics, product dissection, elements of engineering measurements, use of 3-D graphics software for more complex geometries and involving assembly of parts, micro-controller basics and micro-controller programming, and project management. A robot project, involving teamwork and the skills learnt in this course and its pre-requisite courses, will be required. Prerequisites: A grade of C or higher in ENGR 1100.

ENGR 1110 Introduction to Engineering
4 credits; 3 classroom hours/week; 2 lab hours/week
Introduces students to the fundamentals of engineering in a multidisciplinary setting. Topics include introduction to: applied mechanics and machine elements, elements of electric circuits, electronics, and electrical devices, micro-controller programming, fundamental concepts of metrology, use of programming software for problem solving, and fundamentals of engineering graphics using a 3-D modeling software. Students will learn engineering design process and basics of technical communication by engaging in collaborative engineering project(s) involving fabrication and product dissection, writing a brief design report, and a final project presentation. A student who has passed ENGR 1100 and ENGR 1101 with a grade of C or higher will not be awarded credit for taking this course. Prerequisites: A grade of C or higher in MATH 1119 or 1127 or higher, and a grade of C or higher in READ 0090 or placement into READ 93/94 or ENG 1108. ENGR 1000 recommended.

ENGR 2000 Thermodynamics
4 credits; 4 classroom hours/week; 0 lab hours/week
Provides a foundation for analyzing mechanics of heat using a macroscopic approach. Topics include: continuum hypothesis, properties, equations of state, thermodynamic processes, modes of work and heat transfer, equations for conservation of mass, equations for conservation of energy, equations for conservation of entropy, basic thermodynamic cycles, thermodynamic systems, thermodynamics of ideal gas mixtures and adiabatic flame temperature. Prerequisites: Grade of C or higher in MATH 1133 and CHEM 1061. PHYS 1081 strongly recommended. V

ENGR 2020 Statics
3 credits; 3 classroom hours/week; 0 lab hours/week
Provides training in engineering analysis of rigid objects in static
equilibrium. Topics include: Resultants of force systems, equilibrium, analysis of forces acting on structural and machine elements, friction, center of mass, and second moments. Prerequisites: Grade of C or higher in PHYS 1081 and MATH 1193. S

ENGR 2024 Mechanics of Materials
3 credits; 3 classroom hours/week; 0 lab hours/week
Provides the foundation necessary for design of machine elements and structures. Topics include: stress, strain, linear elasticity and Hooke's law, shear force, bending moment, stresses and deflection of beams, statically indeterminate beams, axially loaded members and shafts, buckling of columns, torsion of circular shafts, analysis of stress and strain, and Mohr's circle. Prerequisites: ENGR 2020. V

ENGR 2025 Dynamics
3 credits; 3 classroom hours/week; 0 lab hours/week
Studies kinematics of particles, systems of particles and rigid bodies. Studies kinetics of plane motion, work-energy, linear and angular impulse-momentum principles, and vibrations. Prerequisites: ENGR 2020, MATH 1194. V

ENGR 2041 Linear Circuits I
4 credits; 3 classroom hours/week; 2 lab hours/week
Studies Kirchhoff's Laws, mesh and nodal analysis, source transformation and superposition, Thevenin and Norton equivalents, natural and step responses of RL, RC, and RLC circuits, sinusoidal steady state analysis, and operational amplifier circuits. Prerequisites: Grade of C or higher in MATH 1194 and PHYS 1082.

ENGR 2042 Linear Circuits II
4 credits; 3 classroom hours/week; 2 lab hours/week
Continues analytical techniques for linear circuits. Topics include circuit analysis using phasors, single phase and three phase, AC power, delta and wye connected three phase circuits, transformers and magnetic coupling, series and parallel resonance, complex power and frequency, and two port networks such as transistors. Prerequisites: A grade of C or higher in ENGR 2041.

ENGR 2043 Introduction to Digital Circuits and Logic Design
4 credits; 3 classroom hours/week; 2 lab hours/week
Provides an introduction to digital logic and logic design. Topics include binary systems, logic gates, Boolean algebra and functions, Karnaugh map, design of combinational and sequential logic circuits, adders, decoders, multiplexers, comparator counters, registers and memories. Students cannot receive credit for both ENGR 1060 and ENGR 2043. Prerequisites: A grade of C or higher in ENGR 2041, or consent of instructor.

ENGR 2550 Special Topics in Engineering
1-3 credits; 1-3 lecture hours/week; 0 lab hours/week
Provides an opportunity for deeper exploration of special topics in engineering or undergraduate research experience in engineering.

ENGLISH
About the English Department
From World Literature to Women in Literature and from Basic Writing to Creative Writing, English courses at Inver Hills prepare students to think critically and write academically about a wide range of topics. Classes meet transfer goals or personal growth objectives and include opportunities for foreign study. A student arts and literary magazine provides students the chance to share their best work. Instructors bring a wide array of experiences and academic credentials into the classroom. Several are published authors; others have won awards for assessment and teaching. Students interested in English as a major can easily transfer their coursework to a four-year institution. English majors go on to careers in teaching, advertising, law, journalism and many other fields that require good communication skills.

ENG 0096 Writing Fundamentals
3 credits; 3 classroom hours/week; 0 lab hours/week
Prepares students for academic writing through extensive practice with paragraph- and essay-length writing assignments. Also includes a review of grammar. Intended for students whose college assessment results suggest that further development of writing skills would be beneficial. Prerequisites: Placement into ENG 0096 as recommended by Accuplacer assessments. F, S, Su

ENG 0099 Introduction to Academic Writing
3 credits; 3 classroom hours/week; 0 lab hours/week
Prepares students for college-level academic writing through extensive practice with essay-length assignments. Students write informed, thesis-driven essays in response to academic texts and develop their understanding of grammatical rules. Intended for students whose college assessment results suggest that further development of writing skills would be beneficial. Prerequisites: Grade of C or better in ENG 0096 or READ 0090; or placement into ENG 0099 as recommended by Accuplacer assessments F, S, Su

ENG 1108 Writing And Research Skills (MnTC 1, 2)
4 credits; 4 classroom hours/week; 0 lab hours/week
Emphasizes critical writing, reading and thinking with attention to rhetorical elements such as argumentative structure, audience and purpose. Students learn types of college writing and research techniques; report, synthesize and draw conclusions from their readings; document the use of sources; and practice the writing process. Prerequisites: Recommended by Accuplacer assessment or Grade of C or higher in Read 93/94 and Eng/EAP 99. F, S, Su

ENG 1111 Research Writing in the Disciplines-WRIT (MnTC 1, 2)
2 credits; 2 classroom hours/week; 0 lab hours/week
Emphasizes textual analysis of primary and secondary sources with focus on writing in students' academic and/or professional disciplines. Prerequisites: Grade of C or higher in ENG 1108. F, S, Su

ENG 1114 The Research Paper - WRIT (MnTC 1, 2)
3 credits; 3 classroom hours/week; 0 lab hours/week
Emphasizes critical analysis of fiction or nonfiction texts, at least one book-length, resulting in a research paper that reflects analysis and synthesis of multiple sources. Prerequisites: Grade of C or higher in ENG 1108. F, S, Su

ENG 1116 Writing for the Web (MnTC 2, 6A)
3 credits; 3 classroom hours/week; 0 lab hours/week
Focuses on the principles of writing for readers in web-based contexts (such as wikis, blogs, multi-modal essays, and other emergent forms) composed with images, links, audio, and/or video; analysis and application of the elements of attractive web page design as it relates to readability and navigability; and presentation of information in a concise, clear, and correct style. Prerequisites: Placement into ENG 1108 or completion of both ENG 0099 and READ 0093/0094 with a grade of C or higher. F, S, Su

ENG 1118 Style and Correctness for Writers (MnTC 2)
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces students to the grammatical and stylistic strategies necessary to effectively edit and proofread professional documents. Students will practice revising at the structural and sentence levels. The course supports students preparing for a wide variety of professional settings, such as business, paralegal, computer science, engineering, nursing, and others. Placement by Accuplacer assessment into English 1108 or completion of ENG/EAP 0099 with a C or better.

ENG 1130 Writing and Research For the Professons (MnTC 1, 2)
3 credits; 3 classroom hours/week; 0 lab hours/week
Emphasizes critical audience analysis of professional texts across the disciplines, at least one book length, resulting in a professional research
ENG 1140 Introduction to Literature (MnTC 6B, 2)
4 credits; 4 classroom hours/week; 0 lab hours/week
Introduces students to the methods of examining and understanding poetry, drama, novels, short stories and creative nonfiction. Prerequisites: Placement into ENG 1108 or completion of both ENG 0099 and READ 0093/0094 with a grade of C or higher. F, S

ENG 1450 Introduction to Technical Writing (MnTC 6A)
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces students to developing, writing, and presenting information in technical settings, including the use of graphics to enhance visual appearance and usability. Students will work on a variety of assignments, including writing and revising technical reports and articles, procedures, and mechanism descriptions. Students will explore options for using technology to convey information efficiently and appropriately. Emphasis is on audience analysis, effective design, and clear, concise, accurate expression. Prerequisites: Placement by Accuplacer into ENG 1108 or completion of ENG/EAP 0099 with a C or better.

ENG 1180 Introduction to World Literature (MnTC 6B, 8)
4 credits; 4 classroom hours/week; 0 lab hours/week
Introduces students to selected works from Western and non-Western literary traditions (including Africa, Asia and Latin America) with a focus on their cultural/historical contexts. Includes both contemporary and ancient texts (one book-length) with a particular interest in stressing those themes that exemplify the ideals and concerns of our shared human condition and the spread of ideas beyond national boundaries. Prerequisites: Placement into ENG 1108 or completion of both ENG 0099 and READ 0093/0094 with a grade of C or higher.

ENG 1601 Introduction to Creative Writing (MnTC 6A)
3 credits; 3 classroom hours/week; 0 lab hours/week
Provides guided practice in various types of creative writing with the emphasis on skills common to creative expression. Assists students in discovering and developing their own best medium for expression, whether fiction, poetry, drama, creative non-fiction (emphasis may vary with instructor.) Students will identify select portions of writing for small and/or large group presentation. Prereq: Placement into ENG 1108.

ENG 1605 Fiction Writing (MnTC 6A)
3 credits; 3 classroom hours/week; 0 lab hours/week
Engages students in the craft and techniques of writing fiction. Provides exposure to models, discussion, and guided practice in various types of fiction writing. Students will participate in large or small group workshops to develop critique and feedback skills. Prereq: Placement into ENG 1108.

ENG 2214 American Literature: Colonial Era to the Civil War (MnTC 2, 6B)
4 credits; 4 classroom hours/week; 0 lab hours/week
Surveys American literature from the Colonial period to the Civil War. Typical authors include Bradstreet, Franklin, Emerson, Thoreau and Melville. Prerequisites: Placement into ENG 1108 or completion of both ENG 0099 and READ 0093/0094 with a grade of C or higher.

ENG 2215 American Literature: The Civil War to the Present (MnTC 2, 6B)
4 credits; 4 classroom hours/week; 0 lab hours/week
Surveys American literature from 1860 to the present. Typical authors include Whitman, Chopin, Twain, Hemingway and Cather. Poets include Frost, Stevens and Rich. Fiction writers include O’Connor, Capote, Oates, Faulkner, Salinger and Barth. Prerequisites: Placement into ENG 1108 or completion of both ENG 0099 and READ 0093/0094 with a grade of C or higher.

ENG 2222 British Literature: The Middle Ages to the Age of Reason (MnTC, 2, 6B)
4 credits; 4 classroom hours/week; 0 lab hours/week
Surveys British literature from the Middle Ages through the Eighteenth Century. Authors include Chaucer, Spencer, Shakespeare, Donne, Milton, Swift and Pope. Prerequisites: Placement into ENG 1108 or completion of both ENG 0099 and READ 0093/0094 with a grade of C or higher.

ENG 2223 British Literature: Romanticism to the Present (MnTC 2, 6B)
4 credits; 4 classroom hours/week; 0 lab hours/week
Surveys British literature from the Romantic period to the present. Authors include Blake, Wordsworth, Browning, Conrad, Yeats and Woolf. Prerequisites: Placement into ENG 1108 or completion of both ENG 0099 and READ 0093/0094 with a grade of C or higher.

ENG 2225 Mythic Stories: Cultural and Personal (MnTC 6B, 8)
3 credits; 3 classroom hours/week; 0 lab hours/week
Surveys significant mythic stories from around the world, such as Africa, Egypt, the Far East, Great Britain, Greece, Mesopotamia, North and South America, and Scandinavia. Universal themes and the nature of the mythic hero are considered, as well as the role and value of myth to our lives. Works considered may include essays, short stories, films, plays, poems and novels. Prerequisites: Placement into ENG 1108 or completion of both ENG 0099 and READ 0093/0094 with a grade of C or higher.

ENG 2237 The Short Story (MnTC 2, 6B)
3 credits; 3 classroom hours/week; 0 lab hours/week
Examines the history and diversity of the short story form. Prerequisites: Placement into ENG 1108 or completion of both ENG 0099 and READ 0093/0094 with a grade of C or higher.

ENG 2238 Contemporary Fiction (MnTC 6B, 7)
3 credits; 3 classroom hours/week; 0 lab hours/week
Explores recently published short stories and novels that represent diverse cultural and artistic expressions. Emphasis will be on North American writers, but works by writers from other countries will be included. Prerequisites: Placement into ENG 1108 or completion of both ENG 0099 and READ 0093/0094 with a grade of C or higher.

ENG 2239 Women in Literature (MnTC 6B, 7)
3 credits; 3 classroom hours/week; 0 lab hours/week
Provides an introduction to the methods of examining and understanding poetry, drama, fiction, and nonfiction by and/or about women. Prerequisites: Placement into ENG 1108 or completion of both ENG 0099 and READ 0093/0094 with a grade of C or higher.

ENG 2240 Representations of the Body in Literature and Culture (MnTC 6B, 7)
3 credits; 3 classroom hours/week; 0 lab hours/week
Takes the human body as its central theme and explores that theme through literature, history and film. Specific topics will include the aesthetics of beauty, diverse identities (e.g. racial, ethnic and sexual), bodily transformations and disability. Possible authors are Freud, John Colapinto, Margaret Edson, Nella Larsen and Nancy Mairs, among others. Prerequisites: Placement into ENG 1108 or completion of both ENG 0099 and READ 0093/0094 with a grade of C or higher.

ENG 2250 Special Topics in Literature (MnTC 6B)
3 credits; 3 classroom hours/week; 0 lab hours/week
Examines a prominent theme, figure, period or genre in literature. Topics will be determined in advance by the instructor and published in the class schedule. Prerequisites: Placement into ENG 1108 or completion of both ENG 0099 and READ 0093/0094 with a grade of C or higher.

ENG 2251 Special Topics in Writing (MnTC 6A)
3 credits; 3 classroom hours/week; 0 lab hours/week
Provides guided practice in developing and revising writing of a specific genre (e.g. poetry, memoir, play, screenplay, literary journalism, short fiction, creative nonfiction). Assists writers in developing their own
ENGLISH FOR ACADEMIC PURPOSES

About English for Academic Purposes Courses

Courses are open to students who need additional English reading/writing/speaking skills for college success.

EAP 0090 Introduction to College Reading and Writing
5 credits; 5 classroom hours/week; 0 lab hours/week
Introduces the beginning college student to the demands of college reading and writing through the close study of representative college textbook material and the production of short essays and other informal writing. Includes a study of English grammar trouble spots. Intended for non-native speakers whose college assessment results suggest that further development of English reading and writing skills are necessary before attempting college-level English courses. Prerequisites: Placement as recommended by college assessment. Student must register for this course at the enrollment services counter. F, S, Su(V)

EAP 0094 Reading Workshop
3 credits; 3 classroom hours/week; 0 lab hours/week
Challenges students to improve general and college reading skills through development of fluency and vocabulary. Particular emphasis will be placed on developing a college-level vocabulary, improving reading rate, expanding background knowledge for college reading, and the role of reading in academic, public and private life. Intended for the student whose basic reading skills are satisfactory, but whose vocabulary, reading experience and reading rate may affect the ability to cope with the more rigorous demands of college reading assignments. Prerequisites: Placement recommended by college assessments. F, S

EAP 0099 Academic Writing
3 credits; 3 classroom hours/week; 0 lab hours/week
Provides advanced writing students whose native language is not English with the ability to improve their writing skills in order to be successful in entry-level college writing courses. Students develop their understanding and use of various aspects of grammar, style and essay organization. They write short essays and move toward argumentative or expository essays that incorporate research from outside sources. Prerequisites: Placement as recommended by college assessments or successful completion of EAP 0090 or READ 0090. F, S, Su(V)

FILM STUDIES

About the Film Studies Department

Film studies courses provide students the opportunity to study diverse film curriculum that prepares them for a variety of careers in visual expression and understanding, or can be incorporated into a related bachelor's degree. Students taking film studies courses study all forms and genres of film and see works ranging from the silent era to the present day. Our faculty members are committed to providing a broad international perspective, high-quality creative experiences, and a strong emphasis on writing and critical thinking.

FS/HUM 1115 Holocaust & Genocide Studies in Film (MnTC 6B, 8)
3 credits; 3 classroom hours/week; 0 lab hours/week
Visits the Holocaust and other 20th century genocides through a chronology of films depicting both the horror and the hope. Films include award-winning, acclaimed stories and documentaries of the Holocaust and other genocides, which demonstrate bravery, inhumanity and the will to overcome seemingly insurmountable odds to maintain human dignity. Films will be followed and preceded by discussion sessions, visits from speakers and survivors, and opportunity for students to participate with humanitarian organizations and with optional service learning. NOTE: FS 1115 and HUM 1115 are co-listed; department should be selected at registration. Credit will be given in only one department. F, S

FS 2250 Topics in Film Studies (MnTC 2, 6B)
3 credits; 3 classroom hours/week; 0 lab hours/week
Examines specific areas of film studies on a rotating basis using a variety of instructional methods. Course topics include, but are not limited to: American Directors (Altman, Cukor, Ford, Hawks, Kubrick, Sturges, Wilder, etc.) Independent Film, Film Criticism, Holocaust Cinema, Japanese Cinema and European Directors (Antonioni, Fellini, Lean, Truffaut, etc.). The course may be repeated under different topics. F, S, Su(V)

FS 2260 Genre Studies In Film (MnTC 2, 6B)
3 credits; 3 classroom hours/week; 0 lab hours/week
Examines specific film genres such as the western, crime/gangster films, film noir, musicals, combat films, horror and science-fiction. The course provides a beginning approach to the theory and criticism of specific film genres. F, S, Su(V)

FRENCH

About the French Department

The French department offers a selection of lower division courses. Using a communicative approach, experienced instructors lead students to a valuable level of proficiency and cultural understanding in a stimulating and supportive environment. Learning is enhanced through multimedia technology. Coursework may be used to satisfy electives, to cultivate personal interests, or to meet program requirements at four-year institutions.

FREN 1101 Beginning French I (MnTC 6B, 8)
5 credits; 5 classroom hours/week; 0 lab hours/week
Introduces basic language skills and develops listening comprehension, reading, speaking and writing skills to become proficient at the appropriate level. Introduces French culture to develop cultural understanding and sensitivity. F

FREN 1102 Beginning French II (MnTC 6B, 8)
5 credits; 5 classroom hours/week; 0 lab hours/week
Follows FREN 1101 and continues the development of listening comprehension, speaking and writing skills, and culture, history and art. Cultural understanding and sensitivity are important aspects of a language course. Prerequisites: FREN 1101 or instructor consent. S
GENDER AND WOMEN STUDIES
About the Gender and Women Studies Department
Coursework in this department focuses on gender identity and roles are structured. Students will examine the often invisible assumptions we hold about race, class, gender and heterosexuality, and how these assumptions shape lives. Coursework also examines the economic, political and sociological ramifications of identity shaped by race, class, gender and sexual preference. The department offers a global perspective, examining these issues in both the United States and around the world.

GWS 1000 Introduction to Gender and Women Studies (MnTC 5, 7)
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces students to the main concepts of Gender and Women Studies by examining the origins of the field of study, its theoretical and sociological underpinnings, and evolution. Explores the psychological and social construction of gendered identity, including LGBTQIA theory and social concerns, as well as the intersections of race, class and gender. F, Su

GWS 1100 Gender, Race and American Culture (MnTC 5, 7)
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces students to the main concepts of Gender and Women Studies by examining the origins of the field of study, its theoretical and sociological underpinnings, and evolution. Explores the psychological and social construction of gendered identity, including LGBTQIA theory and social concerns, as well as the intersections of race, class and gender. F, Su

GWS 1105 Geography of United States and Canada (MnTC 7, 10)
3 credits; 3 classroom hours/week; 0 lab hours/week
Explores the contrasts among its various regions. F, S

GGS 1115 Human Geography (MnTC 5, 8)
3 credits; 3 classroom hours/week; 0 lab hours/week
Studies the world and its transformation to the modern distinction between technological and developing nations, and a survey of present conditions among its various regions. F, S

GGS 1119 Map Interpretation (MnTC 3B, 10)
3 credits; 2 classroom hours/week; 2 lab hours/week
Introduces the use (and misuse) of maps. Basic principles of communication using maps, including projections, scale, and symbolization, as well as measurement and analysis of mapped information. The introduction of current mapping skills through Geographic Information Systems (GIS) is emphasized through cartographic exercises. This is a lab science course.

GGS 1130 Minnesota Geography (MnTC 5, 7)
3 credits; 3 classroom hours/week; 0 lab hours/week
Examines the land, resources and people of Minnesota, and the processes that have led to the development of regions in the present and will change the state in the future. F, S

GGS 1140 Meteorology (MnTC 3B, 10)
4 credits; 3 classroom hours/week; 2 lab hours/week
Examines the atmosphere and its behavior, including: atmosphere composition, structure, stability and motion; precipitation processes, air masses, fronts, cyclones and anti-cyclones; general weather patterns; meteorological instruments and observations; plotting and analysis of
maps; and forecasting. F, S, Su

GEOG 1190 Renewable and Non-Renewable Natural Resources (MnTC 3B, 10)  
3 credits; 3 classroom hours/week; 0 lab hours/week  
Explores the origin, nature, location and management issues of natural renewable and non-renewable resources on a global scale. Fuels, energy sources, soils, minerals, fisheries and forests will be examined with other natural resources. F, S, Su(V)

GEOG 1160 Physical Geography (MnTC 3B, 10)  
4 credits; 3 classroom hours/week; 2 lab hours/week  
Emphasize the interactions of the biosphere, geological and climatic systems in the development of the pattern of regional environments including the study of spatial patterns and processes associated with the Earth's natural systems. Investigate the interactions of geology, ecosystems and weather and how such interactions impact diverse populations around the world in terms of agriculture, economics and natural resources.

GEOG 1211 Introduction to Geographic Information Systems (MnTC 3B, 10)  
4 credits; 3 classroom hours/week; 2 lab hours/week  
Instructs the use of digital data storage, retrieval, manipulation, analysis and display of spatial and temporal data using Geographic Information Systems(GIS) technology through a combination of class presentations and laboratory exercises. Both general theory and specific application with respect to GIS will be addressed as well as the present application of GIS in various industries. This is a lab science course. V

GEOG 1400 Energy, Environment and Climate (MnTC 3B, 10)  
4 credits; 3 classroom hours/week; 2 lab hours/week  
Provides a holistic approach to the workings of the atmosphere and climatological impacts on global human populations. Topics include weather patterns and long-term trends, including global climate change. Climatology relative to the United States will be examined in the context of extreme weather and alternative energy source potential. F, S(V), Su(V)

GEOLOGY  
About the Geology Department  
Students may take geology as a science-with-laboratory option to meet A.A. degree requirements and/or prepare for transfer to four-year institutions.

GEOL 1101 Physical Geology (MnTC 3B, 10)  
4 credits; 3 classroom hours/week; 2 lab hours/week  
Studies the nature, properties and processes that shape and alter the Earth. Analysis and study of the nature and character of materials composing the Earth; and processes that have formed, altered, and transformed the Earth's surface. F, S, Su

GEOL 1103 Historical Geology (MnTC 3B, 10)  
4 credits; 3 classroom hours/week; 2 lab hours/week  
Examines the Earth's planetary materials and processes as they have evolved and changed over time. Emphasis is placed on the study of evolution and life as it applies to the succession of plants and animals evidenced in the fossil record and the processes that have altered the character of the Earth's continents and oceans through time. F, S

GEOL 1115 Natural Disasters (MnTC 3B, 10)  
3 credits; 3 classroom hours/week; 0 lab hours/week  
Investigates the physical processes, origins, and human and economic impacts of natural disasters. Students will examine earthquakes, volcanism, severe weather, climate change, wildfires and floods among other natural catastrophic phenomena and will engage in lab-like experiences that include mapping and data analysis. F, S, Su(V)

GLOBAL STUDIES  
About the Global Studies Department  
We live in a world that is increasingly made smaller by media, travel and technology. This shrinking of the world brings together different cultures, beliefs and value systems on a daily basis and demands that people find ways to work and live together effectively. As a result, society requires a new type of international affairs professional. Global studies courses strive to give students an understanding of these forces and the effects these dynamics have on citizens and systems. Courses are designed to expose students to a wide variety of belief systems and perspectives and give them skills for understanding and incorporating this information into their lives in practical ways. Global studies courses prepare students for transfer into four-year degree programs that focus on international business, global studies, international affairs or other career fields that will require students to deal with diverse people groups, such as health care and law enforcement.

GS 2250 Topics in Global Studies (MnTC 8)  
3 credits; 3 classroom hours/week; 0 lab hours/week  
Examines a variety of areas in global studies, with curriculum tailored to meet the needs of companies, organizations or individuals enrolling in course. Topics that can be covered span language, culture, economics, foreign relations, law, commerce, investment, corporate relations, business ethics and cross-cultural conflict. Some specific objectives include mitigating cross-cultural conflict and fashioning everyday protocols for interacting in different cultures. V

GS 2290 International Experience with Travel (MnTC 8)  
3-5 credits  
Designed to give students exposure to and experience with a culture other than U.S. American. Students will study a designated topic from a global perspective. The course requires participating in the travel abroad component of the course. This course may be repeated. S(V)

GS 2291 International Experience (MnTC 8)  
2-4 credits  
Designed to give students exposure to and experience with a culture other than U.S. American. Students will study a designated topic from a global perspective. This course may be repeated. S(V)

HEALTH  
About the Health Department  
Health courses address a variety of contemporary health issues in personal, family and community health. Courses can be applied to requirements for associate degrees and as preparation for professional programs. In addition, many students take health classes for self-improvement, building skills and personal development.

HLTH 1105 Sleeps, Eats and Exercises  
1 credit; 1 classroom hour/week; 0 lab hours/week  
Introduces knowledge and skills you need to live a balanced life while in college. It covers basic concepts in nutrition, sleep and physical activity and incorporates a variety of techniques to promote self-awareness and reflection, goal setting and action toward wellness. F, S

HLTH 1110 Nutrition  
3 credits; 3 classroom hours/week; 0 lab hours/week  
Introduces basic nutrition as it relates to total health. Personal nutritional health analysis, as well as the relationship between diet and disease, will be presented. The course includes current and controversial topics
dealing with nutrition. The main focus centers on the basic nutrients and how the body uses, stores and eliminates them. Nutrition and its relationship to exercise and weight control throughout a lifetime are discussed. F, S, Su

**HLTH 1120 Personal Health**  
3 credits; 3 classroom hours/week; 0 lab hours/week  
Introduces a variety of health topics and how they relate to personal lifestyle choices. Emphasis on wellness and making wise lifestyle choices and consequences of poor choices. F, S, Su(V)

**HLTH 1122 Community Health**  
2 credits; 2 classroom hours/week; 0 lab hours/week  
Provides an overview of community health organizations and programs including their structure and function. Students will analyze health issues of various community groups and discuss possible solutions. Content also will include prevalent diseases, epidemiology and health problems in our society today. The importance of healthy living and lifestyle are discussed as preventative measures. V

**HLTH 1123 Stress Management**  
2 credits; 2 classroom hours/week; 0 lab hours/week  
Assists the student in examining and managing their body's physiological and psychological responses to stress. Self-assessments will help the student to identify personal stressors. Students will participate in numerous stress management strategies and relaxation techniques including time management, diaphragmatic breathing, meditation, autogenics, progressive muscle relaxation, cognitive reappraisal, behavior modification, journal writing and other coping techniques. F, S

**HLTH 1124 Alcohol & College Life**  
1 credit; 1 classroom hour/week; 0 lab hours/week  
Provides college students with unbiased, factual information about how alcohol and drug use affects college. This course reinforces personal prevention and student campus safety strategies. Practical hints and tips about how to succeed socially and academically are presented in the content of research and personal experiences by other students. F, S

**HLTH 1125 Responding to Emergencies**  
3 credits; 3 classroom hours/week; lab hours/week  
Develops first aid and CPR skills and also covers understanding the human body, healthy lifestyle, what to do when help is delayed and how to prepare for emergencies. Students may receive Red Cross certification in First Aid: Responding to Emergencies and in Community CPR. S

**HLTH 1127 American Heart Association Heartsaver**  
1 credit; 1 classroom hour/week; 0 lab hours/week  
Presents basic first aid, CPR, and AED skills to anyone with limited or no medical training. The course provides students with knowledge and skills necessary to deal with an emergency until professional help arrives. F, S(V)

**HLTH 1128 Communicable Disease Topics**  
1 credit; 1 classroom hour/week; 0 lab hours/week  
Defines causes, prevention and treatment of infectious diseases transmitted from one person to another as a result of sexual contact. Specific topics discuss bacteria and virus infections involving the genitourinary tract, gastrointestinal tract, and oral and other body systems. V

**HLTH 1129 Tai Chi**  
1 credit; 0 classroom hours/week; 2 lab hours/week  
Presents a series of movements, which focus on balance, breathing, muscle control and smooth motion. Tai Chi is an exercise used to promote physical, mental and emotional health. The history of Tai Chi will be presented. This course may be taken for a maximum of three credits. This course is cross-listed with PHED 1103. A student may only earn credits for this course in one department, not both. F, S

**HLTH 1130 Drug Use and Abuse**  
3 credits; 3 classroom hours/week; 0 lab hours/week  
Provides an overview of the fundamental concepts in drug use and abuse. The course will focus on the drugs of abuse that are most commonly used in the United States and will emphasize the physiological, social, psychological, legal and health aspects of drug use and abuse. Special attention will be focused on the motivations of drug use/abuse for college students. Critical thinking and communication skills will be emphasized to explain and reinforce personal health choices. F, S, Su(V)

**HLTH 1155 Lifetime Fitness**  
2 credits; 1 classroom hours/week; 2 lab hours/week  
Studies the dimensions of wellness; including physical, intellectual, social, emotional, spiritual, environmental, and others. Students will do self-assessments and develop a Wellness program, including a fitness plan, to achieve their goals and overcome any barriers. Students will also analyze their personal nutrition and develop strategies for improvement. Risk factors related to cardiovascular disease, cancer, and other diseases will also be discussed. This course may be used to fulfill both the health and physical education requirements for the A.A. degree. F, S, Su

**HLTH 2250 Special Topics in Health**  
1-3 credits  
Examines selected health topics of current interest in a global society. V

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**HEALTH CARE CORE CURRICULUM**

**About the Health Care Core Curriculum Courses**

The health care core curriculum (HCCC) is intended for students who are interested in the health care field or for students pursuing a health care career. The core courses provide an overall introduction to health care. Topics include Behaviors of Success in Health Care Settings, Communication in Healthcare Settings, Awareness and Sensitivity to Client Needs, Respecting Client and Staff Diversity, Healthcare Safety and Standard Precautions, Legal Issues in Healthcare and Healthcare Ethics.

**HCCC 1010 Behaviors for Success in Health Care Settings**  
0.5 credits; 0.5 classroom hours/week; 0 lab hours/week  
Focuses on the requirements needed by health care workers to effectively work in a variety of health care settings. This includes types of health care facilities and systems, applying for employment, accountability and responsibility, standards of dress, workplace behavior, approaches needed to assist clients, expectations of teams and team members, common health care facility policies and requirements, and medical abbreviations. Also included is discussion about how health care workers can impact the quality of health care and balance their work and personal life to maintain personal wellness. V

**HCCC 1020 Communication in Health Care Settings**  
1 credit; 1 classroom hour/week; 0 lab hours/week  
Emphasizes the importance of effective communication between and among health care workers and their clients. Included are verbal and non-verbal communication, listening skills, interpersonal communication, team communication, documentation and reporting, and the use of electronic communication devices in health care facilities. Focus is on the development of effective communication skills to support quality client care. V

**HCCC 1030 Awareness and Sensitivity to Client Needs**  
0.5 credits; 0.5 classroom hours/week; 0 lab hours/week  
Presents challenges and issues related to the awareness and sensitivity needed to understand the healthcare needs of clients. Included is the...
impact disease has on individuals; the emotional, spiritual and social needs of clients; and the type of care needed by different age groups. Also included is the process of death and dying and how that affects clients and their families. V

HCCC 1040 Respecting Client and Staff Diversity
0.5 credits; 0.5 classroom hours/week; 0 lab hours/week
Provides a framework for dealing with diverse clients and staff. Included are belief systems, cultural practices, and respect and sensitivity to cultural and gender issues. Awareness and use of effective strategies to appropriately deal with client and staff diversity are emphasized. V

HCCC 1050 Healthcare Safety and Standard Precautions
0.5 credits; 0.5 classroom hours/week; 0 lab hours/week
Focuses on the rules and standards related to regulatory policies required of health care facilities, as well as personal safety standards and requirements to work in health care settings. Included are the principles and standards of infection control, Standard Precautions, health care facility safety policies, strategies to ensure personal and client safety, and procedures to respond to emergencies. V

HCCC 1060 Legal Issues In Health Care
0.5 credits; 0.5 classroom hours/week; 0 lab hours/week
Focuses on the legal issues related to clients and health care workers. Such areas as health care laws, client rights and responsibilities, confidentiality, liability, documentation and regulation are explored. The relationship between ethics and legal issues is discussed, as well as the impact that law and regulation have on health care systems. V

HCCC 1070 Health Care Ethics
0.5 credits; 0.5 classroom hours/week; 0 lab hours/week
Emphasizes the use of sound ethical practices in health care. Included are ethical practices and standards as they relate to the care of clients and interactions with peers, colleagues and team members. Ethical frameworks are provided for discussion on understanding the types of ethical challenges in health care and the difficult decisions that need to be made. V

HCCC 2000 Health Care Core Pathway to Nursing Assistant
6 credits; 4 classroom hours/week; 4 lab hours/week
The Health Care Core (HCCC) pathway to the Nursing Assistant provides basic knowledge that healthcare workers need to know to be able to contribute to the delivery of safe and effective healthcare. The HCCC with the Nursing Assistant skills course teaches basic nursing care skills and concepts necessary to prepare the student to take the examination that is necessary to be a Nursing Assistant/Registered (NA/R) with the State of Minnesota and the be employed in a health care facility under the direct supervision of a licensed nurse. Prerequisite: Completion of READ 0090, or placement into READ 0093 or higher. E, S

HEALTH CARE MANAGEMENT
About Health Care Management Courses
Medical terminology is open to all students as an elective and recommended for students considering nursing and other health science majors.

HCM 1111 Medical Terminology
2 credits; 2 classroom hours/week; 0 lab hours/week
Presents terminology related to the body systems. Emphasis is placed on pronunciation, spelling and definition of terminology. E, S

HISTORY
About the History Department
History is more than facts and dates; it is the effort to make sense of change in our lives by studying the way time and space reshapes our values, our institutions and our perceptions. The history department at Inver Hills offers a wide range of courses to help students develop the critical skills and perspectives that historical study can bring to a liberal arts education and to personal insights into the world. From surveys in world and U.S. history considering the family, religion, war, and the ancient and recent past, history offerings at Inver Hills provide breadth of choice and a strong record of transfer to other institutions. In addition to individual courses, the history department offers students the opportunity to pursue an A.A. degree with an emphasis in history. For degree requirements and description, see the Programs and Majors section of this catalog.

HIST 1106 World Civilizations to 1500 (MnTC 5, 8)
4 credits; 4 classroom hours/week; 0 lab hours/week
Considers world civilizations from prehistoric roots to Sumer, Egypt, Assyria, Israel, China and Southeast Asia, India, Greece, Rome, Africa and Europe to the Renaissance. Topics include political, cultural, religious, economic, intellectual and artistic development across regions and time. E, S(V), Su(V)

HIST 1107 World Civilizations Since 1500 (MnTC 5, 8)
4 credits; 4 classroom hours/week; 0 lab hours/week
Explores world civilizations to the present from the Reformation and Enlightenment in Europe to Modern East Asia; the rise of transatlantic and transpacific societies to industrial revolution; and from the emergence of nationalism and the age of ideologies to the global marketplace. V

HIST 1108 Introduction To Latin American History (MnTC 5, 8)
4 credits; 4 classroom hours/week; 0 lab hours/week
Introduces students to Latin American history from before European contact and through the 20th century. Surveys the major historical forces contributing to the development of modern Latin America with an emphasis on the blending of Native American, European and African cultures of people who have lived, and continue to live, in South America, Central America, the Caribbean and Mexico. V

HIST 1114 History of The United States to 1877 (MnTC 5, 8)
4 credits; 4 classroom hours/week; 0 lab hours/week
Surveys the emergence of the American nation from the colonial period to revolution, the early national period Jacksonian Era, sectional conflict, Civil War and reconstruction emphasizing social, political and intellectual developments reflecting American diversity. V

HIST 1115 History of the United States Since 1865 (MnTC 5, 8)
4 credits; 4 classroom hours/week; 0 lab hours/week
Surveys the New South, the industrial revolution, Progressive era, roaring twenties, Great Depression, World Wars, and Cold and post-Cold War eras to the present. Emphasizes political, social, economic and intellectual developments in the United States, reflecting American ethnic and cultural diversity. V

HIST 1118 Wartime: The Great War to the War on Terror (MnTC 5, 8)
3 credits; 3 classroom hours/week; 0 lab hours/week
Provides a historical study of the cultural, political, economic and military forces and events that shaped the modern age of total war from the origins of World War I through the 21st century War on Terror. E, Su(V)

HIST 1112 The United States Since 1945: The Consequences of Power (MnTC 5, 8)
3 credits; 3 classroom hours/week; 0 lab hours/week
Examines the United States since 1945, with an emphasis on the rise and fall of the Cold War; arts, entertainment and popular culture; the Civil Rights movement and its legacies; the technological revolution; religious and political revivalism; and international economics and politics. V
HIST 1130 Minnesota History (MnTC 5, 10)
3 credits; 3 classroom hours/week; 0 lab hours/week
Examines the historical development of the state of Minnesota, from its prehistoric origins through the territorial period and to the present. Surveys social, political, economic and geographically forces, with emphasis on the interaction of people and environment that have shaped Minnesota’s history. F, S(V), Su(V)

HIST 1335 History of Family: A Cross-Cultural Perspective (MnTC 5, 7)
3 credits; 3 classroom hours/week; 0 lab hours/week
Explores the social, political and cultural history of the modern family, emphasizing the transformation in the structure, values and economic basis of family life from the 16th century to the present. Particular attention is placed on the relation between social science, literature and the immigration experience of Africans, Europeans, Asians and Native Americans in the cultural crossroads of colonial to contemporary American history. S, Su(V)

HIST 2110 Civil War, Reconstruction, and the Age of Business (MnTC 5, 7)
3 credits; 3 classroom hours/week; 0 lab hours/week
Surveys the political, economic and racial origins and implications of the U.S. Civil War; the rise and fall of Reconstruction; the growth of transportation and industrial economies, Indian removal and resistance; the New South and Populist revolt; the Progressives, urbanization and the emergence of the modern corporation. F(V)

HIST 2125 History of World Religions: Ancient to Modern Time (MnTC 5, 9)
4 credits; 4 classroom hours/week; lab hours/week
Compares and contrasts the history of the values, beliefs and world views associated with world religious faiths, practices and institutions from ancient to contemporary times. Topics include: views of creation, time and death, good and evil, the relation to art, relation to political power, and role in social and cultural conflict. Prerequisites: HIST 1106 or HIST 1107 recommended. V

HONORS
About the Honors Department
The Honors Program provides the opportunity to expand students’ knowledge in greater depth and breadth in order to better address contemporary challenges of today’s world. The Honors Program provides the careful guidance, personal instruction and learning environment needed to foster the achievement of individual goals and ambitions.

HNRS 2000 Honors Capstone Project
1 credit; 1 classroom hour/week; 1 lab hour/week
Allows students to formulate, complete and present a capstone project, in close consultation with an Honors advisor, that combines coursework, educational experiences, and academic interests; demonstrate research and critical thinking skills and a deep understanding of the subject; and contribute to the discipline. Prerequisites: Active Student in Honors Program who has completed at least 15 Honors credits. F, S

HUMAN SERVICES
About the Human Services Department
Courses are open to students interested in obtaining an A.S. degree or certificate in human services. First-hand experience and a focus on implementation of skills and techniques prepares students for work in a variety of helping professions or for transfer to a bachelor’s degree program in human services or social work. For degree requirements and description, see the Programs and Majors section of this catalog.

HSER 1100 Introduction to Human Services
3 credits; 3 classroom hours/week; 0 lab hours/week
Provides an introduction to the field of Human Services. Course describes history, worker roles and current career trends in the field. Students are required to participate in hands-on experience through service learning. This course is appropriate for anyone who might be interested in the helping profession. Note: To complete the requirements of the course students will need to receive a criminal background clearance. Please refer to the Criminal Background section of the catalog for more information on the criminal background study. F, S, Su(V)

HSER 1101 Introduction to Social Work
3 credits; 3 classroom hours/week; 0 lab hours/week
Presents an overview of the field of social work looking at its history and social welfare policy in this country. This course is intended for students interested in transferring to a four-year degree program in social work; it satisfies an elective credit for the human services degree. V

HSER/INTS 1103 Adults with Disabilities
2 credits; 2 classroom hours/week; 0 lab hours/week
Explores the various types of disabilities and how they impact the individual, the family unit and society. A particular emphasis will be placed on understanding the unique behavioral, physical, cultural and psychological issues associated with each type of disability. NOTE: HSER 1103 and INTS 1103 are co-listed; department should be selected at registration. Credit will be given in only one department. Students wanting to fulfill Goal 7 of the MnTC must enroll in INTS 1103. S

HSER 1104 Multicultural Awareness in the Helping Profession
3 credits; 3 classroom hours/week; 0 lab hours/week
Examines attitudes and enhances knowledge and skills that are necessary to work effectively with culturally diverse populations in the human services field. Students will explore their own and others’ cultural identities, values, attitudes and behaviors. Emphasis is placed on how to adjust services to the multicultural needs of individuals who are served. F(V)

HSER 1105 Loss and Grief
2 credits; 2 classroom hours/week; 0 lab hours/week
Looks at dynamics of loss and grief across the lifespan. We will look at how grief impacts families and children, as well as exploring gender differences. We will incorporate journal assignments and experiential activities designed in the healing of each person’s grief journey. Students will learn to identify, assess and intervene in grief situations. S

HSER 1106 Basic Counseling Skills
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces basic counseling and interviewing skills. Students will learn and apply skills that range from basic attending and listening skills to chart documentation and treatment planning. Prerequisites: Recommended concurrent enrollment with HSER 1100. F, S

HSER 1107 Group Processes
3 credits; 3 classroom hours/week; 0 lab hours/week
Focuses on the development of communication skills and self-awareness important in the roles of group membership and leadership. Provides an understanding of the evolution and function of therapeutic groups. Emphasizes the development of knowledge and skills. Prerequisites: HSER 1100 and HSER 1106. F, S

HSER 1112 Crisis Assessment and Intervention
3 credits; 3 classroom hours/week; 0 lab hours/week
HUM/FS 1115 Holocaust & Genocide Studies In Film (MnTC 6B, 8)
3 credits; 3 classroom hours/week; 0 lab hours/week
Examines literature and other written works, art, architecture, philosophy, religion and music in their cultural contexts from the European Enlightenment to the modern world; e.g. such artists, writers and musicians as Rembrandt, Bach, Voltaire, Wollstonescraft, Blake, Tolstoy, Stravinsky and Camus, and such movements as Baroque, Romanticism, Realism, Impressionism and Existentialism. Covers primarily Western culture with some global culture added. F(V), S, Su(V)

HUM/FS 1113 Holocaust & Genocide Studies (MnTC 6B, 8)
3 credits; 3 classroom hours/week; 0 lab hours/week
Visits the Holocaust and other 20th century genocides through a award-winning, acclaimed stories and documentaries of the Holocaust and other genocides, which demonstrate bravery, inhumanity and the will to overcome seemingly insurmountable odds to maintain human dignity. Films will be followed and preceded by discussion sessions, visits from speakers and survivors, and opportunity for students to participate with humanitarian organizations and with optional service learning. NOTE: HUM 1115 and FS 1115 are co-listed; department should be selected at registration. Credit will be given in only one department. F(V), S, Su(V)

HUM 1111 From the Baroque Period to the Modern World (MnTC 6B, 8)
4 credits; 4 classroom hours/week; 0 lab hours/week
Examines literature and other written works, art, architecture, philosophy, religion and music in their cultural contexts from Ancient Greece, Rome, the Middle Ages and the Renaissance, e.g., such works as Greek Drama, the Acropolis, Roman satire and the Medieval Cathedral, and such artists and writers as Giotto, Michelangelo, Machiavelli and Shakespeare. Su(V)

HUM 1110 The Ancient World to the Renaissance (MnTC 6B, 8)
4 credits; 4 classroom hours/week; 0 lab hours/week
Examine written works, art, architecture and music in their cultural context from Ancient Greece, Rome, the Middle Ages and the Renaissance, e.g., such works as Greek Drama, the Acropolis, Roman satire and the Medieval Cathedral, and such artists and writers as Giotto, Michelangelo, Machiavelli and Shakespeare. Su(V)

HUM 1140 Human Sexuality
3 credits; 3 classroom hours/week; 0 lab hours/week
Presents an interdisciplinary study of human sexuality in a pluralistic society. NOTE: HSER 1140 and INTS 1140 are co-listed; department should be selected at registration. Credit will be given in only one department. Students wishing to earn MnTC credits must enroll as INTS 1140. F(V), S, Su(V)

HUM 1125 Action-Based Learning Experience
2 credits; 0 classroom hours/week; 4 lab hours/week
Introduces students to an experientially based course that will be service learning oriented. Students will immerse themselves in the local community/culture, partnering with local agencies in serving those individuals and families in need. Students will be traveling to out-state or out-of-region localities. S(V), Su(V)

HUM 1123 Family Functions and Interactions
3 credits; 3 classroom hours/week; 0 lab hours/week
Studies the family with attention to its organization, function and dynamics. Emphasis is placed on the impact and effects of family on individual development. The course offers an introduction to family systems theory, normal and problematic family systems, and family functioning concepts. It also examines family violence, including social and psychological roots of violence. Chemical dependency and how it affects the family also will be discussed. S

HUM 1121 Adolescent and Youth Work
2 credits; 2 classroom hours/week; 0 lab hours/week
Focuses on learning about adolescents; identifying their developmental stage, tasks and goals; and how to work with them concerning their mental and physical health needs. Common adolescent crisis problems and cases will be explored, including assessment and intervention strategies. This course is for human services students, counselors, other helping professionals, law enforcement personnel, teachers and parents. F

HUM 1120 Hispanic Cultures & Civilization (MnTC 6B, 8)
3 credits; 3 classroom hours/week; 0 lab hours/week
Explores Latin American cultures beginning with the arrival of Columbus. Examines how religion, politics, economics and immigration to the United States have shaped Latin American countries. Considers art and literature from a socioeconomic perspective. Examines contemporary immigration issues and the question of autonomy for Puerto Rico. V

HUM 1119 Social Organization & Culture
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces the study of social organization and culture. Focuses on the sociocultural features of human societies, their origins, and the nature of social life. Examination of fundamental concepts of the social sciences, and the methodologies and theoretical perspectives used in the study of human society. S

HUM 1118 Contemporary Human Services Topics
1-3 credits
Presents special topics in human services. Coursework explores current issues and challenges in human services. May be repeated under different topics. V
INFORMATION STUDIES

About Information Studies Courses

The information research course is valuable for developing academic and work skills, as well as understanding how information is generated, stored and accessed.

INFS 1000 Information Literacy and Research Skills (MnTC 2)
1-2 credits; 1-2 classroom hours/week; 0 lab hours/week
Provides students with the skills needed to navigate our “Information Society.” Topics include how information and knowledge are produced; how to develop effective research strategies for locating, using and evaluating information from print and electronic sources; and issues related to intellectual freedom and copyright. Pairs well with English, public speaking or any research-based course. Best if taken within the first 24 college-level course credits, as research skills and critical analysis of information sources are integral to academic success. Prerequisites: Placement in ENG 1108 or satisfactory completion of ENG 0099.

INFORMATION TECHNOLOGY CAREERS

About the Information Technology Careers Department

Courses from this department at the 1000 level provide students with computer application and software knowledge that can be applied on the job and are also included as degree requirements in the following degrees: Information Technology Support and Computer Programmer. Courses from this department at the 2000 level provide comprehensive, in-depth knowledge and skills to design, manage, secure and troubleshoot network systems. Topics range from setting up a networked computer for an individual user to understanding how to securely manage a remote server located in another part of the world. Courses can be taken to enhance professional knowledge in a particular technology such as security, wireless or I.P. telephony, as well as to prepare for a career in the field by completing a two-year degree. In addition, all course objectives are aligned with related industry certification exams. See the Programs and Majors section of this catalog for details about the degree and certificates.

ITC 1000 Computer Careers
1 credit; 1 classroom hours/week; 0 lab hours/week
Introduces the wide variety of jobs available in computing and information technology. Includes discussion of educational requirements, work environments and typical positions for many careers including programmers, developers, network administrators, systems administrators, security analysts, information technology managers and others. Students will develop a plan of study for their career of interest. Recommended for students considering a career related to computers and information technology.

ITC 1200 Computer Security Awareness
1 credit; 1 classroom hours/week; 0 lab hours/week
Provides an opportunity to work with common security threats and issues, as well as ways to counteract them. In today’s organizational environment, almost every role involves working with computers in some manner. Recent events indicate that security breaches can happen with almost any computer user, at home or office. Prerequisites: ITC 0090 (formerly CIS 0090) or Microsoft Digital Literacy Certification. Course Note: The Prerequisites for this course will be waived upon proof of passing a digital literacy placement test, contact instructor for details.

ITC 1400 IT Fundamentals
3 credits; 2 classroom hours/week; 2 lab hours/week
Examines the foundational concepts of information technology including identifying and explaining computer components, installing software, establishing network connectivity and preventing security risks. This course assists students in preparing for the CompTIA IT Fundamentals certification.

ITC 1480 Linux Essentials
3 credits; 3 classroom hours/week; 0 lab hours/week
Covers the fundamentals of the Linux operating system, command line interface, and essential open source software concepts. This course is designed for students new to Linux and takes a hands-on approach to exploring the day-to-day operation of a command line Linux system and is aligned to the LPIC Linux Essentials industry certification. Prerequisites: ITC 1100 or equivalent experience with computers.

ITC 2000 PC Hardware and Software (A+) 3 credits; 2 classroom hours/week; 2 lab hours/week
Presents an in-depth exposure to computer hardware and operating systems. Students learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. Students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems. This course helps students prepare for CompTIA's A+ certification exam, which covers the knowledge and skills essential for becoming a successful computer technician. Prerequisites: Placement into ENG 1108 or completion of both ENG 0099 and READ 0093/0094 with a grade of C or higher.

ITC 2100 IT Career Success Skills and Strategies
2 credits; 2 classroom hours/week; 0 lab hours/week
Prepares information technology (IT) students to enter the IT job market or successfully transition into a new career in the IT field. Students will learn effective IT job search skills as well as strategies that will serve to enhance their IT careers once they have obtained employment.

ITC 2189 Information Technology Careers Internship
3 credits; hours arranged
Provides a supervised work experience utilizing and extending the skills learned in ITC Information Technology Careers courses. The experience
ITC 2450 Special Topics in Information Technology & Careers
1-3 credits; 1-3 classroom hours/week; 0 lab hours/week
Examines current topics in computers, networking or security. Allows students to pursue industry certifications and topics not normally covered in ITC courses. This course is not regularly offered; students interested in pursuing additional certifications should contact an ITC instructor for more information. Prerequisites: Prerequisites will vary based on topics selected. Requires instructor consent.

ITC 2500 Information Technology Services and Applications
3 credits; 2 classroom hours/week; 2 lab hours/week
Introduces current technologies and network applications commonly supported and used by information technology professionals above and beyond basic infrastructure or servers, operating systems, and network devices. Provides the concepts behind and hands-on lab experience with at least three technologies such as VoIP/collaboration, security monitoring, virtualization, storage networking, mobile/BYOD device management which are transforming the IT landscape. Prerequisites: Prerequisites will vary based on topics selected. Requires instructor consent.

ITC 2410 Installing and Configuring Windows Clients
3 credits; 2 classroom hours/week; 2 lab hours/week
Covers the features and procedures to deploy, support and troubleshoot the Microsoft Windows 10 client operating system in the enterprise environment. Includes the planning, installation, configuration, and management of Windows, networking, storage, and authentication. Prereq: ITC 2410 or departmental assessment (see course notes). Placement into ENG 1108 or completion of both ENG 0099 and READ 0093/0094 with a grade of C or higher. F

ITC 2420 Managing and Maintaining Windows Clients
3 credits; 2 classroom hours/week; 2 lab hours/week
Provides in-depth study of configuring and maintaining a Windows 10 client environment in the enterprise. Topics include identity management, desktop and device deployment, device management, client network configuration, storage configuration, data access and protection, client remote access, desktop application support, and system updates and recovery. Prereq: ITC 2000, ITC 2410. S

ITC 2430 Installing and Configuring Windows Servers
3 credits; 2 classroom hours/week; 2 lab hours/week
Provides students with the skills and knowledge needed to implement a core Windows Server infrastructure in an enterprise environment. The course covers topics on implementing, managing, maintaining, and provisioning services and infrastructure in a Windows Server environment including server storage, high availability, containers, and Hyper-V configuration. Prereq: ITC 1400 or departmental assessment (see course notes). S

ITC 2440 Windows Server Identity & Directory Services
3 credits; 2 classroom hours/week; 2 lab hours/week
This course provides students with the skills and knowledge needed to configure and administer identity and directory services in a Windows Server enterprise environment. Includes the installation, configuration, management, and maintenance of Active Directory, group policy, certificate services, and identity federation. Prereq: ITC 2430. F

ITC 2450 Windows Server Networking
3 credits; 2 classroom hours/week; 2 lab hours/week
Provides students with advanced skills and knowledge needed to implement and administer network services in a Windows Server enterprise environment. Topics include the domain name system, DHCP, IP address management, distributed file system, and high performance networking. Prereq: ITC 2430. S

ITC 2480 Administering Linux Servers
3 credits; 2 classroom hours/week; 2 lab hours/week
Covers the installation, configuration and maintenance of Linux systems with an emphasis on server administration. A major focus of this course is learning the Linux command line interface for system administration tasks. Other topics involve providing network services such as routing, firewalls, DNS, DHCP, file, web, and email servers to network clients. Prerequisites: ITC 1480 or Linux Essentials Certificate (see course notes). Placement into ENG 1108 or completion of both ENG 0099 and READ 0093/0094 with a grade of C or higher. F

ITC 250 Introduction to Networks (CCNA 1)
3 credits; 2 classroom hours/week; 2 lab hours/week
Introduces the architecture, structure, functions, components, and models of the Internet and other computer networks. The principles and structure of IP addressing and the fundamentals of Ethernet concepts, media, and operations are introduced to provide a foundation for understanding networking and security. By the end of the course, students will be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes. Prereq: ITC 1400, or departmental assessment (see course notes). Placement into ENG 1108 or completion of both ENG 0099 and READ 0093/0094 with a grade of C or higher.

ITC 2515 Introduction to Networks, Routing and Switching Essentials (CCNA 1/2)
6 credits; 4 classroom hours/week; 4 lab hours/week
Introduces the architecture, structure, functions, components, and models of the Internet and other computer networks as well as the configuration of basic router and switch protocols and configuration. The fundamentals of IP addressing, Ethernet, router and switch configuration are practiced through hands-on lab work. By the end of this course, students will be able to configure and troubleshoot routers and switches and resolve common issues with RIPv1, RIPng, single-area and multi-area OSPF, virtual LANs, and inter-VLAN routing in both IPv4 and IPv6 networks. Course Note: This course requires that students have substantial computer skills evidenced by successful completion of ITC 1400 or a departmental assessment. Contact the instructor for more information. Prerequisites: ITC 1400 or departmental assessment (see course notes). Placement into ENG 1108 or completion of both ENG 0099 and READ 0093/0094 with a grade of C or higher. F

ITC 2520 Routing and Switching Essentials (CCNA 2)
3 credits; 2 classroom hours/week; 2 lab hours/week
Describes the architecture, components, and operations of routers and switches in a small network. Students learn how to configure a router and a switch for basic functionality. By the end of this course, students will be able to configure and troubleshoot routers and switches and resolve common issues with RIPv1, RIPng, single-area and multi-area OSPF, virtual LANs, and inter-VLAN routing in both IPv4 and IPv6 networks. Routing and Switching Essentials is the second in a sequence of four courses focusing on preparation for the Cisco Certified Network Associate (CCNA) certification. Prereq: ITC 2510.
ITC 2530 Scaling Networks (CCNA 3)
3 credits; 2 classroom hours/week; 2 lab hours/week
Describes the architecture, components, and operations of routers and switches in larger and more complex networks. Learn how to configure routers and switches for advanced functionality. Configure and troubleshoot routers and switches and resolve common issues with OSPF, EIGRP, and STP in both IPv4 and IPv6 networks. Develop the knowledge and skills needed to implement a wireless LAN in a small-to-medium network. Scaling Networks is the third in a sequence of four courses focusing on preparation for the Cisco Certified Network Associate (CCNA) certification. Prerequisites: ITC 2520

ITC 2535 Scaling and Connecting Networks (CCNA 3/4)
6 credits; 4 classroom hours/week; 4 lab hours/week
Explore and configure the architecture, components, and operations of routers and switches in larger and more complex local and wide area networks as well as network services required by converged applications. Technologies included in this course include WAN layer two protocols, wireless, OSPF, EIGRP, VPNs, and STP in both IPv4 and IPv6 networks. Students will understand the selection criteria of network devices and technologies to meet network requirements as well as practice their configuration and troubleshooting. Prerequisites: ITC 2515 or ITC 2520 AND ITC 2520.

ITC 2540 Connecting Networks (CCNA 4)
3 credits; 2 classroom hours/week; 2 lab hours/week
Discusses the WAN technologies and network services required by converged applications in a complex network. Understand the selection criteria of network devices and WAN technologies to meet network requirements. Learn how to configure and troubleshoot network devices and resolve common issues with data link protocols. Develop the knowledge and skills needed to implement virtual private network (VPN) operations in a complex network. Connecting Networks is the final course in a sequence of four courses focusing on preparation for the Cisco Certified Network Associate (CCNA) certification. Prerequisites: ITC 2510, ITC 2520, ITC 2530, ITC 2535.

ITC 2610 CCNP 1 Network Switching
3 credits; 2 classroom hours/week; 2 lab hours/week
Develops advanced knowledge and skills in building complex enterprise level switched networks using the Cisco Enterprise Campus Architecture. Topics will include advanced layer 2 technologies such as Ether-channel load balancing, MST, advanced spanning-tree, switch spanning and remote spanning, switch security features, and first hop redundancy. This is the first of three courses designed to provide students with the knowledge and skills that correlate with the Cisco Certified Network Professional examination. Prerequisites: ITC 2515 or ITC 2520 or CCNA Certification.

ITC 2620 CCNP 2 Network Routing
3 credits; 2 classroom hours/week; 2 lab hours/week
Develops advanced knowledge and skills in building enterprise level routed networks and applications. This is the second of three courses designed to provide students with the knowledge and skills that correlate with the Cisco Certified Network Professional examination. Prerequisites: ITC 2540.

ITC 2630 CCNP 3 Network Troubleshooting
3 credits; 2 classroom hours/week; 2 lab hours/week
Prepares students to conduct advanced-level network diagnosis and corrective action. Combines previous knowledge and skills with proven troubleshooting methodology, tools and processes designed to quickly and accurately determine performance issues and corresponding remedies. Course also covers administrative and documentation issues related to network performance and troubleshooting. This is the last of three courses designed to provide students with the knowledge and skills that correlate with the Cisco Certified Network Professional examination. Prerequisites: ITC 2610, ITC 2620.

ITC 2710 Wireless LAN Technology (CCNA Wireless)
3 credits; 2 classroom hours/week; 2 lab hours/week
Provides a comprehensive overview of the design, planning, implementation, operation and troubleshooting of Wireless LANs. Includes theoretical foundations of the technology as well as implementation of wireless technology in various application contexts. Special emphasis is given to security and best practices within an existing local area network. Prerequisites: ITC 2520, OR CCENT Certification OR CCNA Certification.

ITC 2720 Implementing Cisco Collaboration Devices
3 credits; 2 classroom hours/week; 2 lab hours/week
Introduces features and implementation of Voice over IP (VoIP) and Unified Communications (UC) technologies. Concepts covered include knowledge of administrator and end-user interfaces, telephony and mobility features, and Cisco UC solutions maintenance. This course helps students prepare for the first exam of the CCNA Collaboration industry certification. Prerequisites: ITC 2515 or ITC 2520.

ITC 2730 Quality of Service (QoS)
3 credits; 2 classroom hours/week; 2 lab hours/week
Covers the design and implementation of a quality of service structure to prioritize voice and data applications across the network. In addition, students will properly configure the LAN and WAN architectures to support voice, video, and data convergence in the enterprise network. Prerequisites: ITC 2720.

ITC 2740 Cisco IP Telephony Integration (Part I)
3 credits; 2 classroom hours/week; 0 lab hours/week
Covers the design and implementation of a quality of service structure to prioritize voice and data applications across the network. In addition, students will properly configure the LAN and WAN architectures to support voice, video, and data convergence in the enterprise network. Prerequisites: ITC 2730.

ITC 2750 Cisco IP Telephony Integration (Part II)
3 credits; 2 classroom hours/week; 2 lab hours/week
Introduces more advanced features of Cisco Unified Communications Manager and CME, integration of additional Cisco products such as Survivable Remote Site, Quality of Service configurations and resource allocations to support ad-hoc conferencing and transcoding resources. Prerequisites: ITC 2740.

ITC 2760 IP Telephony: Enterprise Planning And Design
3 credits; 2 classroom hours/week; 2 lab hours/week
Analyzes and develops the business and technical requirements for an IP Telephony environment. In addition, the students will define basic and effective financial models, performing “Return on Investment” (ROI) and “Total Cost of Ownership” (TCO) calculations to support migrating to an IP Telephony architecture. Prerequisites: ITC 2750.

ITC 2820 Information Systems Security Advanced
3 credits; 2 classroom hours/week; 2 lab hours/week
Focuses on the managerial aspects of information security and assurance. Topics covered include access control models, information security governance, and information security program assessment and metrics. Coverage on the foundational and technical components of information security is included to reinforce key concepts. The course includes up-to-date information on changes in the field, such as national and international laws and international standards like the ISO 27000 series. Prerequisites: ITC 2430, ITC 2480, ITC 2530.
INTS 2830  Medical Dosages
3 credits; 2 classroom hours/week; 0 lab hours/week
Provides an introduction to the core security concepts and skills needed for installation, troubleshooting, and monitoring of network devices to maintain the integrity, confidentiality, and availability of data and devices. An emphasis on practical experience develops specialized skills for securing networks. This course assists in preparation for the Implementing Cisco Network Security (IINS) certification exam leading to the Cisco CCNA Security certification. Prereq: ITC 2520 or ITC 2515 or CCENT Certification or CCNA Certification. S

INTS 2840  Advanced Network Security
3 credits; 2 classroom hours/week; 2 lab hours/week
Expands the scope and depth of the skills and knowledge acquired in previous network security courses by focusing on the advanced capabilities of network defense strategies including Virtual Private Networks (VPN), Host Intrusion Detection Systems (HIDS) and Network Intrusion Detection Systems (NIDS). Students will learn the evolution and current best practices of applying these technologies, which are universally deployed in networks of all sizes. Prerequisites: ITC 2830 or CCNA Security Certification

INTERDISCIPLINARY STUDIES
About Interdisciplinary Studies Courses
Develop academic and professional skills in general courses or study topics that cross academic areas.

INTS 1000  On Course: First Year Experience (MnTC 2)
1 credit; 1 classroom hour/week; 0 lab hours/week
Introduces proven strategies to help students create greater success in college and in life. National research shows that students participating in a student success course achieve their goals to a higher degree than students who do not. Provides an interactive environment for students to identify their motivation and opportunities for personal growth, engage in academic decision making, and explore and utilize campus resources and services. Strongly recommended for all new degree-seeking students. F, S

INTS 1001  First Year Experience: On Course to College & Career Success (MnTC 2)
2 credits; 2 classroom hours/week; 0 lab hours/week
Is a dynamic and engaging course that students will find academically and personally meaningful and empowering. Students will utilize career assessment and create a Career Action Plan and also develop a comprehensive Academic Plan that helps them achieve their goals in a timely fashion. The comprehensive Academic Plan will include components such as transfer, specific coursework, time management, and a time line. Students will develop strategies for success in college and in their career by learning about motivation, decision making, personal responsibility, self-awareness and how to overcome academic and personal barriers to success. This course covers proven strategies for success as national research shows that students participating in a student success course achieve their goals to a higher degree than students who do not. Consequently, this course is recommended for all students. Prerequisites: Completion of READ 0090 or higher level placement. F, S

INTS 1010  Educational Planning and Assessment (MnTC 2)
3 credits; 3 classroom hours/week; 0 lab hours/week
Explores concepts and processes in higher education to help adult learners develop a comprehensive academic plan that encompasses their professional and personal goals. Students will develop educational goals, an individualized degree plan, and analyze knowledge/skills gained from life and work experiences that may translate into college credit. Prerequisites: Assessment at English 0099 or above. Recommended: Referral from ASAP staff, a counselor or an advisor. Class Note: Search “ASAP” on www.inverhills.edu to learn more. F, S, Su

INTS 1011  Prior Learning Assessment Development
1 credit; 1 classroom hour/week; 0 lab hours/week
Examines the Prior Learning Assessment (PLA) process for earning college credit by integrating practical application/knowledge and theory. Students will analyze knowledge and skills gained through work and life experiences and prepare for the completion of a minimum of one PLA, which includes new learning and written documentation to substantiate competence in the subject matter. Prerequisites: INTS 1010 or permission of instructor or program director and placement into ENG 0099 or above. F, S, Su

INTS 1080  Medical Dosages
1 credit; 1 classroom hours/week; 0 lab hours/week
Provides a problem solving approach to the basic understanding of mathematical principles and calculations related to administration of drugs. Includes mathematical conversions using the metric, apothecary and US systems of measure; and mathematical concepts/formulas required to calculate oral, parenteral, and intravenous (IV) orders. Prerequisites: Recommendation based on the IHCC Assessment Inventory of MATH 0940 or higher, or a grade of “C” or higher in MATH 0820 or MATH 0840 or any college level math course. F, S, Su

INTS 1103  Creative Problem Solving (MnTC 8, 9)
3 credits; 3 classroom hours/week; 0 lab hours/week
Provides information and practice to help students become more effective problem solvers in their academic, career, civic and personal lives. Students will study findings of current problem-solving research and apply them to ethical and international problems. The course will

INTS 1125  Creative Problem Solving (MnTC 8, 9)
3 credits; 3 classroom hours/week; 0 lab hours/week
Provides information and practice to help students become more effective problem solvers in their academic, career, civic and personal lives. Students will study findings of current problem-solving research and apply them to ethical and international problems. The course will
emphasize creativity, team problem solving and conflict management, as well as the technical heuristics of problem-solving, hypothesis testing and decision-making. F, S

INTS/HSER 1140 Human Sexuality (MnTC 5, 9)
3 credits; 3 classroom hours/week; 0 lab hours/week
Presents an interdisciplinary study of human sexuality in a pluralistic society. NOTE: INTS 1140 and HSER 1140 are co-listed; department should be selected at registration. Credit will be given in only one department. Students wishing to earn MnTC credits must enroll as INTS 1140. F, S, Su(V)

INTS 1400 Leadership Development: A Humanities-Based Approach (MnTC 2, 9)
3 credits; 3 classroom hours/week; 0 lab hours/week
Develops students’ knowledge of leadership in culture, history, society and ethics for their own academic, civic and professional lives. Students will examine the works of great scholars and leaders in multiple cultures and times - e.g., Plato, Shakespeare, Susan B. Anthony, African Nobel winner Ellen Johnson Sirleaf, or others - using philosophical, historical, social, political, literary, and other scholarly, cultural and artistic expressions of their leadership. Students may use leadership positions and training programs in civic, campus or professional organizations as part of homework and as service learning. Prerequisites: Placement into ENG 1108 or completion of both ENG 0099 and READ 0093/0094 with a grade of C or higher. V

INTS 1777 The Journey of Love (MnTC 5)
3 credits; 3 classroom hours/week; 0 lab hours/week
Explores various dimensions of love: biological, psychological, and sociological. The majority of our songs and movies have as a theme something about love. Never before in our culture have we devoted so much time and energy to the topic of love, yet so many are so confused and suffer so much pain around it. This is a course that will add clarity and understanding toward your comprehension of what love is. S

INTS 2250 Issues and Perspectives (MnTC 2, 9)
3 credits; 3 classroom hours/week; 0 lab hours/week
This course is designed to provide students with an experience that allows them to see the relationship between premise (or viewpoint), data gathering and conclusions. Assigned readings from a variety of authors serves as the basis for the discussion of topical issues selected by each class. V

JOURNALISM
About the Journalism Department
Journalism opportunities at Inver Hills give students the chance to be Clark Kent — without the superpowers. Courses help prepare students to live in a media-saturated world. Learn from working journalists and former students who have gone on to work for such major outlets as the Star Tribune.

JOUR 1101 Introduction to Mass Media-WRIT (MnTC 9)
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces students interested in a career in mass media to the historical and current impact of print (newspapers, magazines, books) and electronic (TV, movies, radio, Internet) media. This course also will help students understand and respond to media messages and images. Other topics include advertising, public relations, ethics and First Amendment issues. F, S

JOUR 1125 Journalism Lab
1 credit; 0 classroom hours/week; 2 lab hours/week
Focuses on writing, editing and publishing the campus student newspaper. An excellent introduction to practical journalism, this course offers a hands-on approach to reporting, interviewing, news and feature writing, editing, layout and more. May be repeated to a maximum of four credits. F, S

JOUR 1130 Writing for Mass Media-WRIT (MnTC 6A)
3 credits; 3 classroom hours/week; 0 lab hours/week
Provides students an introduction to basic writing practices and standards for various media outlets: newspaper, magazine, radio, TV and movies. Students will be exposed to research techniques, such as conducting interviews, finding print sources and using the Internet. Students also will learn organizational patterns for media, such as the inverted pyramid in print media and the storyboard for TV and movies. Students will create at least one longer investigative piece for one of the various media outlets covered in the course. Prerequisites: ENG 1108 recommended. F, S

JOUR 1189 Journalism Internship
1-3 credits; hours arranged
Offers work experience in a mass media field, providing an opportunity for students to further develop their skills. Through practical experience, students will gain additional knowledge of mass media practices, formats and standards. May be repeated once up to a maximum of four credits. Prerequisites: Permission of journalism instructor. F, S, Su

LAW ENFORCEMENT
About the Law Enforcement Department
The Law Enforcement program is designed to meet three primary purposes: (1) to provide students with the foundation courses required to prepare for and enroll in an approved professional licensing program; (2) to provide students with the academic foundation required to pursue a bachelor’s degree in law enforcement; and (3) to provide the skills/knowledge for students to pass the POST examination after completing a professional licensing program. The A.S. degree comprises courses in sociology and other departments. For degree requirements and description, see the Programs and Majors section of this catalog. All law enforcement-related courses are listed in the Criminal Justice Studies department.

MATHEMATICS
About the Mathematics Department
From basic arithmetic to intermediate-level college mathematics, students have access to a variety of mathematics courses taught by dedicated, experienced faculty. Students are placed in the appropriate courses based on their mathematics assessment. In addition to individual courses, the math department offers students the opportunity to pursue an A.A. degree with an emphasis in mathematics. For degree requirements and description, see the Programs and Majors section of this catalog.

MATH 0740 Prealgebra
4 credits; 4 classroom hours/week; 0 lab hours/week
Integrates topics of algebra throughout, including simplifying expressions and solving equations. Covers: operations with and properties of signed rational numbers; conversion between fractions, decimals, and percents; estimation; exponents; order of operations; ratios, rates, and proportions; descriptive statistics; interpretation of data from charts, tables, and graphs; US & metric measures and conversions; square roots; similarity; perimeter, area, and volume of geometric shapes; applications; graphing linear equations by point Plotting; and positive and negative slope. Prerequisites: Recommendation based on the results of the Inver Hills Assessment Inventory. F, S, Su

MATH 0820 Algebra Fundamentals
4 credits; 4 classroom hours/week; 0 lab hours/week
Designed to cover algebra topics that are Prerequisites to Math 1101, 1103, and 1107. It will not fulfill the Prerequisites for Math 1118 or 1127. Topics include: order of operations; exponents; scientific notation; significant digits; variables; expressions; linear equations and inequalities; linear problem solving; proportions; linear graphs; intro to functions; 2x2
systems of equations; quadratic, square root, and exponential functions and their graphs; regression and modeling; summation notation; applications integrated throughout; and use of a graphing utility or Excel spreadsheets integrated throughout. Prerequisites: Recommendation based on the results of the Inver Hills Assessment Inventory or grade of “C” or higher in MATH 0740. F, S, Su

MATH 0840 Introductory Algebra
4 credits; 4 classroom hours/week; 0 lab hours/week
Designed for students who need work in beginning algebra and who are preparing for Intermediate Algebra (0940). Introduction to Statistics (1103), Math for Liberal Arts (1101), or Mathematical Foundations (1107). The topics in this course include real number operations and properties; solving linear equations and inequalities; graphing linear equations; rules of exponents; polynomial operations; factoring polynomials; solving quadratic equations by factoring and with quadratic formula; solving systems of linear equations; functions; applications are embedded throughout the course. This course will not fulfill any degree requirements. Prereq: Recommendation based on the results of the Inver Hills Assessment Test within the last 2 years. F, S, Su

MATH 0880 Intensive Introductory and Intermediate Algebra
4 credits; 4 classroom hours/week; 0 lab hours/week
Is a fast-paced review of algebra skills designed ONLY for students who have previously learned elementary and intermediate algebra, but who need a refresher. This is a web supplemented course. Students must be highly motivated, independent learners and can expect to spend at least 25 hours per week completing homework outside of class. Students will complete assignments online using mathematics software and take a written midterm and final exam in both 0840 and 0940. Successful students will complete both 0840 and 0940 in one semester. For course topics please refer to the descriptions for MATH 0840 and MATH 0940. This course will not fulfill any degree requirements. Prereq: Recommendation based on the results of the Inver Hills Assessment Test within the last 2 years. F, S, Su

MATH 0940 Intermediate Algebra
5 credits; 5 classroom hours/week; 0 lab hours/week
Prepares students for course work in College Algebra (1118) or Precalculus (1127). Course topics include graphing linear, quadratic, absolute value, square root, exponential and logarithmic functions using transformations; graphing piecewise-defined functions; factoring polynomials; solving polynomial, rational, radical, exponential, logarithmic equations and applied problems; the arithmetic of rational expressions and radical expressions; simplifying rational and radical expressions. Prereq: Recommendation based on the results of the Inver Hills Assessment Test or grade of C or higher in MATH 0840 within the last 2 years. F, S, Su

MATH 1103 Mathematics for Liberal Arts (MnTC 2, 4)
3 credits; 3 classroom hours/week; 0 lab hours/week
Gives non-mathematicians an appreciation of mathematical ideas and the power and utility of mathematical skills in the modern world. Topics will be selected from: voting and weighted voting systems, fair division and apportionment; routing, minimum network and scheduling problems; mathematical growth and math of finance; descriptive statistics and data analysis; basic probability and normal distributions. Prerequisites: Placement into Read 93/94 or a grade of C or higher in Read 90 within the last 3 years. F, S, Su

MATH 1105 Introduction to Statistics (MnTC 2, 4)
4 credits; 4 classroom hours/week; 0 lab hours/week
Presents basic statistics which includes descriptive and graphical statistics, basic probability, probability distributions, sampling distributions, confidence intervals and hypotheses testing for one or two populations, linear regression, chi-square tests, and ANOVA. Professional statistical software, such as Minitab, will be integrated throughout the class. Graphing calculator required for the course. Prerequisites: Recommendation based on the results of the Inver Hills Assessment Test or grade of C or higher in MATH 0820 or 0840 within the last 2 years. F, S, Su

MATH 1107 Mathematical Foundations (MnTC 2, 4)
4 credits; 4 classroom hours/week; 0 lab hours/week
Includes the topics: analysis of the problem solving process; sets and number systems; operations, properties, and computation with the real numbers and their classic subsets; number theory; decimals, ratio, proportion, and percents; statistics; probability; measurement; relations, functions and patterns; algebra models; geometric shapes; and applications. This course can be used for prospective elementary education majors and liberal arts students. Prerequisites: Recommendation based on the results of the Inver Hills Assessment Test or grade of C or higher in MATH 0820 or 0840 within the last 2 years. F, S, Su

MATH 1118 College Algebra I (MnTC 2, 4)
4 credits; 4 classroom hours/week; 0 lab hours/week
Prepares students for Calculus I (MATH 1133) when taken in sequence with MATH 1119 or for Survey of Calculus (MATH 1120). Topics include the study of algebraic, exponential, and logarithmic functions; graphing functions using transformations; inverse functions; polynomial, exponential, logarithmic equations; systems of linear and non-linear equations; applied problems; building models from data. Use of technology will be embedded throughout the course. Prerequisites: Recommendation based on the results of the Inver Hills Assessment Test or grade of C or higher in MATH 0940 or MATH 0880 within the last 2 years. F, S, Su

MATH 1119 College Algebra II (MnTC 2, 4)
4 credits; 4 classroom hours/week; 0 lab hours/week
Prepares students for Calculus I (MATH 1133) when taken in sequence with College Algebra I (MATH 1118). Topics include trigonometric functions and their graphs, trigonometric identities and applications, law of sines and cosines, solving trigonometric and parametric equations, conic sections, polar coordinates and graphing functions in polar form, vectors and the complex plane. Use of technology will be embedded throughout the course. Prereq: Recommendation based on the Inver Hills Assessment Inventory results or grade of C or higher in MATH 1118 within the last two years. F, S, Su

MATH 1120 Survey of Calculus (MnTC 2, 4)
3 credits; 3 classroom hours/week; 0 lab hours/week
Provides students with a survey of topics from differential and integral calculus. This course is not intended as a prerequisite for other courses in calculus. Topics include functions and limits; differentiation of algebraic, exponential and logarithmic functions; and basic integration, including the substitution method. Applications include graphing functions, optimization problems, related rates, growth and decay models, and area under curves. Applications are drawn from the life and physical sciences, business and economics, and the social sciences. Prerequisites: Recommendation based on the Inver Hills Assessment Test results or grade of C or higher in MATH 1118 within the last year. F, S, Su

MATH 1127 Precalculus (MnTC 2, 4)
5 credits; 5 classroom hours/week; 0 lab hours/week
Prepares students for Calculus I (MATH 1133). Topics include the study of algebraic, exponential, logarithmic, and trigonometric functions; graphing functions using transformations; inverse functions; polynomial, exponential, logarithmic, and trigonometric equations; applied problems; trigonometric identities. Time permitting, building models from data may be included. Use of technology will be embedded throughout the course. Prerequisites: Recommendation based on the
MATH 1133 Calculus I (MnTC 2, 4)
5 credits; 5 classroom hours/week; 0 lab hours/week
Provides an introduction to single-variable calculus and prepares students for Calculus II (MATH 1134). The topics include limits, derivatives (including trigonometric, logarithmic and exponential functions), continuity, applications of derivatives to related rates and optimization, graphing using derivatives from the first and second derivatives, separable differential equations, Riemann Sums, basic integration techniques (including substitution), definite integrals, the Fundamental Theorem of Calculus, Trapezoidal and Simpson’s Rule. Students will become proficient with a computer algebra system. Use of technology will be embedded throughout the course. Prerequisites: Recommendation based on the Inver Hills Assessment Test results or grade of C or higher in MATH 1127 or MATH 1119 within the last 2 years. F, S, Su

MATH 2219 Multivariable Calculus (MnTC 2, 4)
5 credits; 5 classroom hours/week; 0 lab hours/week
Extends concepts of single-variable calculus to calculus of several variables. The topics include vectors in three-dimensional space, quadric surfaces, limits in two and three dimensions, partial derivatives, gradients, extreme value problems, multiple integration and applications, space curves, curvature, The Frenet frame, divergence, curl, line integrals, conservative vector fields and potential functions, surface and volume integrals, Green’s, Stokes’ and the Divergence Theorems. Knowledge of a computer algebra system is expected. Use of technology will be embedded throughout the course. Prerequisites: Grade of C or higher in MATH 1134 within the last 2 years. F, S

MATH 2221 Introduction to Linear Algebra
3 credits; 3 classroom hours/week; 0 lab hours/week
Provides an introduction to linear algebra topics including: systems of linear equations, matrices, determinants, vector spaces, linear transformations, eigenvalues and eigenvectors, and selected applications. Familiarity with a computer algebra system is expected. Use of technology will be embedded throughout the course. Prerequisites: Grade of C or higher in MATH 1134, MATH 2219 strongly recommended within the last 2 years. S

MATH 2222 Introduction to Differential Equations
3 credits; 3 classroom hours/week; 0 lab hours/week
Provides an introduction to ordinary differential equations. Topics include basic definitions, concepts and terminology of ordinary differential equations. Techniques of problem solving are emphasized. Specific topics covered include: solutions and applications of first-order differential equations, solutions of linear differential equations of higher order, applications of second-order linear differential equations, power series solutions, the Laplace transform, systems of linear differential equations, and an introduction to numerical and graphical methods of solution. Familiarity with a computer algebra system is expected. Use of technology will be embedded throughout the course. Prerequisites: Grade of C or higher in MATH 1134 within the last 2 years. S

MATH 2223 Linear Algebra and Differential Equations (MnTC 2,4)
3 credits; 3 classroom hours/week; 0 lab hours/week
Provides an introduction to linear algebra and ordinary differential equation topics including: systems of linear equations, matrices, determinants, vector spaces, linear transformations, eigenvalues and eigenvectors, basic concepts and terminology of ordinary differential equations, solutions and applications of first-order differential equations, solutions of linear differential equations of higher-order, applications of second-order linear differential equations, the Laplace transform, systems of linear differential equations, and an introduction to numerical and graphical methods of solution. Techniques of problem solving are emphasized. Familiarity with a computer algebra system is expected. Use of technology will be embedded throughout the course. Prerequisites: Grade of C or higher in MATH 2223. F, S

MUSIC

About the Music Department
The music department offers a variety of courses that students may use to satisfy the general education requirements in the Minnesota Transfer Curriculum, for individual growth or to prepare for a major in music. The goal of the music department is to provide courses that are designed for both serious music study and personal enrichment. Music courses include beginning group lessons, private lessons (beginning to advanced levels), performance opportunities, music appreciation, special topics courses and music fundamentals. Students have several performance opportunities: the Inver Hills Choir (a regular course offering that is open to all students with any level of experience); student recitals (for students enrolled in private lessons); and the Inver Hills Symphonic Band and Jazz...
MUSC 1104 Class Piano I (MnTC 6A)
3 credits; 2 classroom hours/week; 2 lab hours/week
Provides a sequential study of music fundamentals, written music theory, historical context, and basic skills required to play the piano/keyboard. This course is designed for the beginning piano student. F, S, Su

MUSC 1109 IHCC Choir
1 credit; 0 classroom hours/week; 2 lab hours/week
Encompasses a vocal performance experience open to any student who wishes to sing in an ensemble. The choir performs at least one concert each semester on campus, with additional performances for special events every term. The musical selection and themes vary from semester to semester, which cover choral music from medieval times to the present day. Attendance is required at the final performance and all other scheduled performances. This credit may be repeated as often as desired. NOTE: This course DOES NOT satisfy any requirements for the MN Transfer Curriculum. F, S

MUSC 1111 Class Piano II (MnTC 6A)
3 credits; 2 classroom hours/week; 2 lab hours/week
Provides a sequential study of music fundamentals, music theory, historical context, and the skills to play intermediate and advanced piano repertoire. This course is designed for the student with some piano experience. Prerequisites: MUSC 1104 or consent of instructor. S

MUSC 1107 Class Voice I (MnTC 6A)
3 credits; 2 classroom hours/week; 2 lab hours/week
Develops basic vocal techniques. Songs and other materials will be suited to the student’s abilities. This course is intended for the beginning singer and students preparing for private lessons. It is open to anyone interested in developing vocal abilities. F, S, Su(V)

MUSC 1109 African Drum and Dance (MnTC 6A)
2 credits; 1 classroom hour/week; 2 lab hours/week
Introduces group African hand and stick drumming, singing and dancing (with an emphasis on drumming). African Drum and Dance is an ensemble, and grading is based on participation and attendance of class and performances. This class is a learning and performing ensemble, and is taught through oral tradition with written aid when necessary. Students are encouraged to use their memory in retaining the music and cultural information that accompanies the music being played. By learning traditional methods, students also will gain personal insights on the cultures and ethnic groups covered. F, S

MUSC 1110 Music Fundamentals (MnTC 6A)
3 credits; 3 classroom hours/week; 0 lab hours/week
Provides an overview of the essential elements of music needed to understand structure, gain historical perspective, write and compose music, and communicate clearly about through this art form. This includes introductory music theory, history and performance practice, listening, and other related subject area concepts. S

MUSC 1111 Music Theory I
2 credits; 2 classroom hours/week; 0 lab hours/week
Embodies the notational materials and structures of music, approached through writing and analysis. This course is the first of a two semester sequence of harmonic, formal and contrapuntal analysis encompassing the 16th through the 17th centuries. F

MUSC 1112 Music Theory II
2 credits; 2 classroom hours/week; 0 lab hours/week
Embodies the notational materials and structures of music, approached through writing and analysis. This course is the second of a two semester sequence of harmonic, formal and contrapuntal analysis encompassing the 18th through the 20th centuries. Prerequisites: MUSC 1111. S

MUSC 1113 Aural Skills I
2 credits; 2 classroom hours/week; 0 lab hours/week
Develops the ability to dictate and articulate musical pitches both heard and read from an introductory level through a course of study that gradually increases in complexity in rhythm, tonality and musical texture. F

MUSC 1114 Aural Skills II
2 credits; 2 classroom hours/week; 0 lab hours/week
Develops the ability to dictate and articulate musical pitches both heard and read from chromatic tonalities through serialism. This course is the second of a two-semester sequence. This is a course of study that gradually increases in complexity in rhythm, tonality and musical texture. Prerequisites: MUSC 1113. S

MUSC 1116 Rock, Blues Ensemble
1 credit; 2 classroom hours/week; 0 lab hours/week
Develops an understanding of beginning ensemble technique as well as music reading, improvisation, and harmonic construction. This performance forum provides opportunity for students to explore basic musical concepts through ensemble involvement. This course may be repeated as often as desired. F, S

MUSC 1118 Class Drumset (MnTC 6A)
3 credits; 3 classroom hours/week; 0 lab hours/week
Covers the basics of drumset performance in group and individual sessions. Emphasis will be placed on technique, listening and improvising. Students will develop basic skills and proficiency in performing all styles of music including Rock, Jazz, Latin, etc., including snare drum. This course will culminate with students performing with a live band. This course is open to all students and ability levels; requirements include: text, drumsticks, practice pad (which are available online or via the bookstore). F(V)

MUSC 1119 Class Guitar I (MnTC 6A)
3 credits; 3 classroom hours/week; 0 lab hours/week
Provides intermediate multi-stylistic study of chord structure, notation, improvisation, composition and ensemble. This course is designed for students who have completed Beginning Class Guitar (MUSC 1119), have enrolled in Applied Guitar (MUSC 1133) or have auditioned for Guitar faculty. Prerequisites: MUSC 1119, MUSC 1133 or audition with Guitar faculty. S

MUSC 1120 Class Guitar II (MnTC 6A)
3 credits; 3 classroom hours/week; 0 lab hours/week
Provides intermediate multi-stylistic study of chord structure, notation, improvisation, composition and ensemble. This course is designed for students who have completed Beginning Class Guitar (MUSC 1119), have enrolled in Applied Guitar (MUSC 1133) or have auditioned for Guitar faculty. Prerequisites: MUSC 1119, MUSC 1133 or audition with Guitar faculty. S

MUSC 1121 IHCC Steel Drum Ensemble (MnTC 6A, 8)
2 credits; 1 classroom hour/week; 2 lab hours/week
Introduces group Trinidadian Steel Drum playing and offers students the opportunity to perform in the IHCC Steel Drum Ensemble. Students taking this course are expected to attend and participate in class, rehearsals and perform at the final concert held at semester’s end. This experiential class is a learning and performing ensemble and is taught primarily through oral tradition, though it will often rely on written
aid where applicable. Students are encouraged to use their memory in retaining the music and cultural information that accompanies the music being played. By learning traditional methods, students also will gain personal insights on the cultures and ethnic groups covered. No musical experience is necessary. F, S

MUSC 1122 Diction: English & Italian (MnTC 6B)
2 credits; 1 classroom hour/week; 2 lab hours/week
Categorizes rules of language pronunciation as they apply to everyday situational usage. This course is intended for any student interested in language pronunciation and dialect, but also intended for beginning singers and musicians. F

MUSC 1123 Diction: French & German (MnTC 6B)
2 credits; 1 classroom hour/week; 2 lab hours/week
Categorizes rules of language pronunciation as they apply to everyday situational usage. This course is intended for any student interested in language pronunciation and dialect, but also intended for beginning singers and musicians. S

MUSC 1124 Intro to Song Writing and Composition (MnTC 6B)
3 credits; 3 classroom hour/week; 0 lab hours/week
Explores the various musical forms, structures, and lyrics of American popular music. This course is intended for any student interested in learning how to write songs (lyrics and music accompaniment). A basic knowledge of major and minor scale construction and rudimentary chord structure, though helpful, is not required. F, S, Su

MUSC 1131 Applied Piano
2 credits; 0 classroom hours/week; 0.5 lab hours/week
Provides private piano lessons by arrangement with the instructor. Coursework will be suited to the skill level of the student to develop keyboard techniques. These credits may be repeated as often as desired. An extra fee is required for this course. F, S, Su

MUSC 1132 Applied Voice
2 credits; 0 classroom hours/week; 0.5 lab hours/week
Provides individualized voice instruction to students through regularly scheduled lessons. Lessons are arranged directly with the instructor and a course of study will be chosen based on the student’s current skill level, abilities, and needs. These credits may be repeated as often as desired. An extra fee is required for this course. F, S, Su

MUSC 1133 Applied Music-Guitar
2 credits; 0 classroom hours/week; 0.5 lab hours/week
Provides students with individualized instruction to learn how to play the guitar. Lessons are arranged directly with the instructor and a course of study will be chosen based on the student’s current skill level, abilities, and needs. These credits may be repeated as often as desired. An extra fee is required for this course. F, S, Su

MUSC 1134 Applied Percussion
2 credits; 0 classroom hours/week; 0.5 lab hours/week
Provides private percussion lessons by arrangement with the instructor. Coursework will be suited to the skill level of the student, and these credits may be repeated as often as desired. An extra fee is required for this course. Course includes 15 half-hour lessons per term. Prerequisites: Instructor approval. F, S, Su(V)

MUSC 1135 Applied Instrumental Lessons
2 credits; 0 classroom hours/week; 0.5 lab hours/week
Provides private instrument lessons (other than voice, guitar, percussion) by arrangement with the music department and instructor. This course will include a study of basic instrumental techniques. Coursework will be suited to the skill level of the student, and these credits may be repeated as often as desired. An extra fee is required for this course. Prerequisites: Instructor and departmental approval. F, S, Su

MUSC 1136 Applied High Brass Lessons
2 credits; 0 classroom hours/week; 0.5 lab hours/week
Provides private lessons on high brass instruments (trumpet and French horn) by arrangement with the music instructor. This course will include a study of basic instrumental techniques. Coursework will be suited to the skill level of the student, and these credits may be repeated as often as desired. An extra fee is required for this course. Prerequisites: Instructor approval. F, S, Su

MUSC 1137 Applied Low Brass Lessons
2 credits; 0 classroom hours/week; 0.5 lab hours/week
Provides private lessons on low brass instruments (trombone, euphonium, tuba) by arrangement with the music instructor. This course will include a study of basic instrumental techniques. Coursework will be suited to the skill level of the student, and these credits may be repeated as often as desired. An extra fee is required for this course. Prerequisites: Instructor approval. F, S, Su

MUSC 1138 Applied String Lessons
2 credits; 0 classroom hours/week; 0.5 lab hours/week
Provides private lessons on string instruments (violin, viola, cello, string bass) by arrangement with the music instructor. This course will include a study of basic instrumental techniques. Coursework will be suited to the skill level of the student, and these credits may be repeated as often as desired. An extra fee is required for this course. Prerequisites: Instructor approval. F, S, Su

MUSC 1139 Applied Woodwind Lessons
2 credits; 0 classroom hours/week; 0.5 lab hours/week
Provides private lessons on woodwind instruments (saxophone, flute, oboe, bassoon, clarinet) by arrangement with the music instructor. This course will include a study of basic instrumental techniques. Coursework will be suited to the skill level of the student, and these credits may be repeated as often as desired. An extra fee is required for this course. Prerequisites: Instructor approval. F, S, Su

MUSC 1140 Music Appreciation (MnTC 6A)
3 credits; 3 classroom hours/week; 0 lab hours/week
Surveys the development of music and how it has been and continues to be expressed, from antiquity to present day. As part of this investigation, students will be exposed to a number of different composers, listen to different types of music from different cultures, geographical locations, and times, and attend live performances. F, S

MUSC 1141 Jazz History (MnTC 6A)
3 credits; 3 classroom hours/week; 0 lab hours/week
Provides learning experiences in the study of jazz music, musical instruments, jazz artists and outstanding musical performances. It includes the study of historical developments in jazz and its impact in other musical styles and world music. Attendance to two live concerts is required for grade at the student’s own expense. F, S

MUSC 1142 History of Rock and Roll (MnTC 6A)
3 credits; 3 classroom hours/week; 0 lab hours/week
Explores the development of rock and roll music, and how it influenced the American experience and music history. F, S, Su

MUSC 1144 Broadway Musicals (MnTC 6A)
3 credits; 3 classroom hours/week; 0 lab hours/week
Studies Broadway musicals from 1880 to the present day. Open to all students interested in expanding their knowledge of Broadway musicals. The class will include viewing recorded and live performances of Broadway shows. Students may be expected to attend one show of their own choice. The cost of this performance will be at the student’s expense. F, S, Su(V)
MUSC 1145 World Music (MnTC 6A, 8)
3 credits; 3 classroom hours/week; 0 lab hours/week
Explores music of the world's cultures through examining a survey of traditional musical cultures from around the globe and an introduction to the ethnomusicological approach to the study of the world's music. This approach studies music as a part of a community's culture, which reflects itself through how music is used in the society, who creates and performs it, and how its elements and form demonstrate the values of its practitioners. The focus is on learning how musicians around the world understand their own music, and on exposure, appreciation and understanding of basic musical and cultural elements from the selected regions. F, S

MUSC 1146 Music in Film (MnTC 6A)
3 credits; 3 classroom hours/week; 0 lab hours/week
Explores the “Sounds of the Cinema” and the drama in film that most often goes unnoticed. This class reveals the moments in American film music that make it the greatest industry in America. From the early silent films to present day action-adventure movies, this course studies how film composers punctuate the production with music, magnifying dramatic intensity. F

MUSC 1147 Music Business - Marketing, Promotion and Publishing
3 credits; 3 classroom hours/week; 0 lab hours/week
Presents an understanding of music industry in contemporary and historical styles as it relates to copyright laws, licensing, contracts, publicity and marketing. Other topics include the recording industry and management. F

MUSC 1148 Introduction to Music Video Production (MnTC 6A)
3 credits; 2 classroom hours/week; 2 lab hours/week
Presents an artistic appreciation of music through the form of production. Students will develop a methodical understanding of how to create a music video using and combining the recording and components of “Pro Tools” and “Final Cut Express” audio video software. Students will need to provide their own video cameras, download cables and DVD disk. S

MUSC 1152 Intro to Audio Recording
3 credits; 2 classroom hours/week; 2 lab hours/week
Provides students the opportunity to receive hands-on experience working with practical applications of audio recording technology. In this course, students will examine and learn techniques in multi-track recording, virtual/live track integration, session management, digital and analog audio recording procedures, and system troubleshooting. F

MUSC 1153 Intro to Midi and Sound Design
3 credits; 2 classroom hours/week; 2 lab hours/week
Provides students the opportunity to receive hands-on experience working with Musical Instrument Digital Interface (MIDI). Students will learn the basics of MIDI, such as basic techniques, hardware and software implications, sound design, virtual studio, sequencing, and the MIDI applications to audio and video. Su

MUSC 1160 Music and Protest (MnTC 6B)
3 credits; 3 classroom hours/week; 0 lab hours/week
Music and Protest builds on the classic mantra “Which side are you on?” From the Ancient Greeks to Green Day's “American Idiot,” music has served as a powerful medium for protest. This course will explore the vast body of protest music from around the globe. Our attention will be focused on how selected regional musical genres and instruments serve to construct, dictate and protest issues such as race identity, gender identity, community, heritage and other social formations. F

MUSC 2105 IHCC Choir (MnTC 6A)
2 credits; 0 classroom hours/week; 4 lab hours/week
Encompasses a vocal performance experience open to any student who wishes to sing in an ensemble. The choir performs at least one concert each semester on campus, with additional performances for special events every term. The musical selection and themes vary from semester to semester, which cover choral music from medieval times to the present day. Attendance is required at the final performance and all other scheduled performances. NOTE: This credit may be taken only once to satisfy the requirements for the MN Transfer Curriculum. F, S, Su(V)

MUSC 2128 History of Western Music Ancient to 1700 (MnTC 6A, 8)
3 credits; 3 classroom hours/week; 0 lab hours/week
Studies the European Art Music tradition from antiquity to 1700 to increase awareness and understanding of western music of the time period. This course includes the in-depth study of composers, historical and cultural influences, styles and musical structures. F

MUSC 2129 History of Western Music 1700 To 1900 (MnTC 6A, 8)
3 credits; 3 classroom hours/week; 0 lab hours/week
Studies the European Art Music tradition from 1700 to 1900 to increase awareness and understanding of the time period. This course includes the in-depth study of genres, historical and cultural influences, styles and musical structures. S

MUSC 2189 Internship in Music Industry
3 credits; hours arranged
Provides students with supervised work experience in the music industry. Students will have the opportunity to receive hands-on work experience while working with cutting-edge music industry professionals and arts organizations. This internship will take place off campus, and students will be encouraged to develop both content and networking skills. Student/employer compatibility matching will vary based on student need and industry trends. The workload will be arranged and approved by the instructor and will total 140 total hours. Prerequisites: MUSC 1111, MUSC 1113, and MUSC 2128 or instructor approval. F, S, Su

MUSC/EDU 2220 Music Education and Pedagogy (MnTC 2, 6A)
3 credits; 3 classroom hours/week; 0 lab hours/week
Focuses on the knowledge and skills needed for anyone to experience, understand, produce, discuss and enjoy various forms of music with young children. Examines the characteristics of age-appropriate music activities, how music can integrate with other disciplines, and how to teach music to others. Incorporates music concepts, basic structural elements, principles and vocabulary of music, and current pedagogical practices. The course assumes no musical background and is an introductory course for prospective elementary educators, classroom paraprofessionals or teachers, and other students interested in learning how music pedagogy works. Credit can only be earned in one department. To fulfill goal 6 enroll in MUSC 2220. F, S, Su

MUSC 2250 Special Topics in Music (MnTC 6A)
3 credits; 3 classroom hours/week; 0 lab hours/week
Specific topics in music will be presented on a rotating basis. Course topics include, but are not limited to: musical theatre, history of folk and country music, Rodgers and Hammerstein, or the study of a prominent composer or style period. May be repeated under different topics. F

NURSING
About the Nursing Department
Inver Hills offers the A.S. degree in nursing, designed to prepare students for professional registered nursing. Admission to the nursing program is limited and competitive; separate application is required. Many students enroll at Inver Hills and complete required Prerequisites courses before applying to the nursing program. For degree requirements and description, see the Programs and Majors section of this catalog. Students admitted to the nursing program Fall 2013 and prior will follow outlined coursework as specified in the IHCC College Catalog at the time
NURS 1001 Nursing Assistant
5 credits; 4 classroom hours/week; 2 lab hours/week
Introduces concepts of basic human needs, health/illness continuum, and basic nursing skills in long-term care and/or home care environments. Skills are taught in a simulated laboratory setting utilizing demonstration and role-playing. Upon successful completion of course study, the student will participate in 24 hours of supervised clinical experience in a long-term care facility. This course meets the objectives of the Federal OBRA and Minnesota Department of Health requirements as detailed for educating the nursing assistant. Students should be fluent English speakers. Course includes a malpractice insurance fee. Note: To complete the requirements of the course students will need to receive a criminal background clearance. Please refer to the Criminal Background section of the catalog for more information on the criminal background study. Prerequisites: Completion of READ 0090 or placement into READ 0093 or higher; HCM 1111 Medical Terminology recommended. F, S, Su

NURS 1028 Directed Study in Nursing
0.5-4 cr.
Provides opportunity for directed study in nursing theory and/or lab and clinical for nursing students in the classroom, long term care, community or acute care settings. The course content is individualized based on an assessment of each student’s learning needs. Focus of the course will be demonstration of competency in identified learning goals related to safe, holistic nursing care. Prerequisites: Admission to the Nursing Program and consent of the Nursing Program Director.

NURS 1189 Clinical Internship
hours arranged
Provides learning opportunities to apply nursing theory with nursing practice. The focus in this elective clinical internship course is on gaining depth of understanding of the role of the registered nurse as well as strengthening nursing skills in the clinical setting. Students will be precepted by nurses in the practice setting and by nursing faculty. Prerequisites: Successful completion of two semesters in an associate degree nursing program. Acceptance into an approved metro area clinical internship program and permission by Director of Nursing Program. Su

NURS 2025 Clinical Specialty Focus
1-4 cr.
Provides an opportunity to increase knowledge and nursing skills within a specialized lab or clinical setting utilizing the Nursing Resource Center, acute care, or community settings. The course builds upon content taught within the nursing program but also provides the opportunity to expand experiential learning and go beyond the basics in a specialized field of nursing. Prerequisites: Successful completion of NURS 1020 & NURS 1025 or NURS 1160 & NURS 1165 or NURS 1260 & NURS 1265, consent of instructor, Healthcare Provider CPR certification, and background clearance. V

NURS 2235 Clinical Application For NURS 1230
4 credits; 0 classroom hours/week; 12 lab hours/week
Applies theoretical concepts of holistic nursing practices promoting critical thinking, assessment skills, caring behaviors, therapeutic nursing interventions, prevention of disease, and health and wellness throughout the life span. This practicum, with clinical experiences in acute care, community agencies, and the nursing learning resource center, provides the student with opportunities to provide intermediate level nursing interventions. Course emphasis includes holism and the nursing process with emphasis on assessment and interventions, prioritization, communication, and health teaching in both acute care and community service learning. Prerequisites: NURS 1260, NURS 1265, current healthcare provider CPR certification, background clearance, and current immunizations. Concurrent enrollment in NURS 1230.

NURS 2240 Acupressure
3 credits; 2 classroom hours/week; 2 lab hours/week
This basic acupressure course is rooted in theoretical principles of Traditional Chinese Medicine. Students will be introduced to traditional Chinese concepts of physiology, pathology, assessment, and treatment planning in order to develop skills and judgment about the appropriate use of acupressure. This course includes a lab component where students will learn the location and use of 50 common acupressure points, a variety of energy moving exercises, as well as basics for creating a healing environment. Intended for: nurses, massage therapists, chiropractic assistants, healthcare and human service professionals and others interested in holistic and complementary therapies. Prerequisites: One course in Anatomy and Physiology or instructor permission. S

NURS 2200 Foundations of Nursing - Health Promotion
9 credits; 4 classroom hours/week; 4 lab hours/week
Introduces the student to the role of the professional nurse. The emphasis on health promotion across the lifespan includes learning about self-health, as well as holistic client health practices. Students learn to access and apply research evidence to guide safe preventative care. The student will incorporate communication and growth and development theory in a caring and culturally sensitive manner. The student will work as an ethical member of multi-disciplinary teams giving and receiving feedback about performance and use reflective thinking about their practice. Within the context of the nursing process, populations studied will include children, adults, older adults and the family experiencing a normal pregnancy. Prerequisites: Admission to the nursing program, concurrent enrollment in NURS 2750 and BIOL 2202 (unless successfully completed BIOL 2202 previously). F, S

NURS 2750 Nutrition and the Role of the Professional Nurse
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces the student to the role of the nurse in promoting and supporting nutritional health. Emphasis is placed on health promotion through the lifespan and incorporates theories related to evidence-based practice, quality and safety, communication, collaboration, clinical decision-making/reasoning, informatics, assessment, caring, and health-illness continuum. Prerequisites: Admission to the mobility nursing program track, concurrent enrollment in NURS 2750 and BIOL 2202 (unless successfully completed BIOL 2202 previously). F, S

NURS 2700 Foundations of Nursing - Health Promotion
4 credits; 3 classroom hours/week; 0 lab hours/week
Expands the knowledge and skills of the Licensed Practical Nurse (LPN) as they transition to the professional role within nursing. Emphasis is placed on health promotion through the lifespan and incorporates theories related to evidence-based practice, quality and safety, communication, collaboration, clinical decision-making/reasoning, informatics, assessment, caring, and health-illness continuum. Prerequisites: Admission to the mobility nursing program track, concurrent enrollment in NURS 2750 and BIOL 2202 (unless successfully completed BIOL 2202 previously). F, S

NURS 2720 Transition to the Role of the Professional Nurse
2 credits; 2 classroom hours/week; 0 lab hours/week
Introduces the student to the role of the nurse in promoting and supporting nutritional health. Emphasis is placed on health promotion/prevention of illness, recovery from acute illness and/or management of chronic illness. Students learn to access evidence to support healthy nutritional choices that reduce risk factors for disease and/or illness across the lifespan. Students explore how culture, ethnicity, socioeconomic status, nutritional trends and controversies, and integrative therapies influence the nutritional health of the client. Prerequisites: Admission to the nursing program, concurrent enrollment in NURS 2700 or NURS 2720 and BIOL 2202 (unless successfully completed BIOL 2202 previously). F, S

NURS 2800 Chronic and Palliative Care in Nursing
7 credits; 3 classroom hours/week; 2 lab hours/week
Focuses on the nursing care of clients experiencing chronic illness and/or end of life. Emphasis is placed on understanding the “lived experience” of...
NURS 2820 Pharmacology and the Role of the Professional Nurse
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces theoretical concepts that enable students to provide safe and effective care related to pharmaceuticals and natural products to diverse clients across the lifespan. A framework is presented for approaching the study of pharmacotherapeutics including pharmaceutical research and regulation, quality and safety, major drug classifications, and clinical management. Prerequisites: Successful completion of NURS 2700 or NURS 2720 and NURS 2750 with a grade of C or better. F, S

NURS 2850 Applied Pathophysiology for Nursing I
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces a holistic perspective of pathophysiological processes and the disruption in normal body function. Emphasis will be on objective and subjective manifestations of common chronic health problems resulting from environmental, genetic, and stress-related maladaptations to provide a foundation for nursing care. This course complements selected topics addressed in Chronic and Palliative Care to provide a comprehensive understanding of disease processes. Prerequisites: Successful completion of NURS 2700 or NURS 2720 and NURS 2750 with a grade of C or better and concurrent enrollment in NURS 2800. F, S

NURS 2900 Acute and Complex Care for Nursing
7 credits; 3 classroom hours/week; 2 lab hours/week; 9 clinical hours/week
Focuses on the nursing care of clients experiencing acute disruptions of health and/or end of life issues. Emphasis is placed on understanding and application of theory and skills required to provide nursing care to clients with complex and/or unstable conditions. Evidence-based practice is used to support appropriate focused assessments, and effective, efficient nursing interventions. Knowledge of life span, developmental factors, cultural variables and legal aspects of care guide the ethical decision making in delivery of care. Prerequisites: Successful completion of NURS 2800, NURS 2820, and NURS 2850 with a grade of C or better and concurrent enrollment in NURS 2920. F, S

NURS 2920 Applied Pathophysiology for Nursing II
2 credits; 2 classroom hours/week; 0 lab hours/week
Facilitates ongoing critical thinking and analysis of pathophysiological concepts. Emphasis will be on interpretation and prioritization of data resulting from environmental, genetic, and stress-related maladaptations. This course complements the selected topics addressed in Acute & Complex Care to provide a comprehensive understanding of disease processes. Prerequisites: Successful completion of NURS 2800, NURS 2820, and NURS 2850 with a grade of C or better and concurrent enrollment in NURS 2920. F, S

NURS 2950 Nursing Leadership I
3 credits; 2 classroom hours/week; 3 clinical hours/week
Focuses on prioritization, delegation, and supervision of nursing care of clients across the lifespan. Healthcare policy, finance, and regulatory environment issues are analyzed. Emphasis is on planning, collaborating and coordinating care for individuals and groups across the care continuum. Prerequisites: Successful completion of NURS 2800, NURS 2820, NURS 2850 with a grade of C or better. F, S
Introduces the student to the criminal justice system with special emphasis given to Minnesota law and procedure. Topics covered include: the Minnesota Criminal Code, police, attorneys, judges, constitutional rights, rules of evidence, plea bargaining, trials and sentencing. Prerequisites: Placement into ENG 1108 or grade C or better in ENG 0099 and READ 0093/0094 or instructor or program director's permission. Recommended: Students should enroll in ENG 1108 concurrently with PA 1105. F, S, Su

PA 1115 Law Office Procedures & Technology
2 credits; 2 classroom hours/week; 0 lab hours/week
Examines the general practices of the law office procedures and technology. This course is designed for students who have had no experience working in a legal office. Topics covered include ownership and management patterns in various practices, legal ethics, law office personnel, technology, marketing, long-range planning, finances and document/case management systems. F

PA 2201 Family Law
3 credits; 3 classroom hours/week; 0 lab hours/week
Examines family legal issues involved in marriage, separation, dissolution of marriage, cohabitation, child custody, child and spousal support and non-support, property issues, paternal, adoption and domestic abuse. Prerequisites: C or better in PA 1102. F, S, Su(V)

PA 2202 Litigation and Trial Practice
3 credits; 3 classroom hours/week; 0 lab hours/week
Examines selected aspects of the rules of evidence, principles of investigating and interviewing, practical applications of selected rules of civil procedure, discovery and preparation for trial and rules of professional responsibility. Particular emphasis is placed upon the role of the paralegal in the litigation process. Prerequisites: C or better in PA 1102. F, S, Su(V)

PA 2204 Probate Law
3 credits; 3 classroom hours/week; 0 lab hours/week
Examines wills, trusts, intestate succession, probate proceedings and estate administration under Minnesota Law. Provides an overview of relevant federal and state tax law as it pertains to estates. Provides practical experience in drafting estate, probate and tax documents. Prerequisites: C or better in PA 1102 or permission of instructor or program director. S, Su

PA 2205 Real Estate Law
3 credits; 3 classroom hours/week; 0 lab hours/week
Provides the student with a general understanding of real property laws, the common types of real estate and how to prepare certain routine real estate documents. The topics of mortgage foreclosure, contract for deeds, mechanics liens, title examination and closings also are covered. Prerequisites: C or better in PA 1102 or permission of the paralegal director or instructor. F, Su

PA 2206 Interviewing and Investigating Techniques for Paralegals
2 credits; 2 classroom hours/week; 0 lab hours/week
Examines general techniques of interviewing and investigating, with special emphasis placed on the practical aspects of interviewing witnesses and client, and investigating cases. Prerequisites: C or better in PA 1102 or instructor’s permission. F(V)

PA 2208 Employment Law
2 credits; 2 classroom hours/week; 0 lab hours/week
Provides an overview of the state and federal rules and regulations that govern the employment relationship. The topics of employment at-will shall be addressed, along with exceptions to the at-will doctrine. The course also will address the creation of implied employment contracts, wrongful discharge, employee privacy interests, and wage and hour regulations. Discrimination and sexual harassment also will be discussed with an emphasis on the Minnesota Human Rights Act. Students will study the Federal Title VII Civil Rights Act and its impact on the employment relationship. Recent legislative developments in the employment law arena also will be reviewed. Prerequisites: C or better in PA 1102 or instructor’s permission. S

PA 2212 Personal Injury & E-Discovery
2 credits; 2 classroom hours/week; 0 lab hours/week
Examines selected major issues and themes in civil litigation involving personal injuries and wrongful death with primary emphasis on negligence and medical malpractice. Significant case law, statutes, rules, procedures, and evidentiary and e-discovery principles will be covered. Prerequisites: C or better in PA 1102 or instructor’s permission. S(V)

PA 2218 Computerized Legal Research and the Internet
2 credits; 2 classroom hours/week; 0 lab hours/week
Provides the paralegal student with hands-on basic training in the uses of computerized legal research engine(s) and the Internet. This course will include training in web search engines, browsers, searching and indexing tools, and the location of legal materials on the Internet. Also, this class will cover computer query formulation, search and retrieval techniques, citation services and database selections. Prerequisites: C or better in PA 1102 or instructor’s permission. S

PA 2220 Legal Research
3 credits; 3 classroom hours/week; 0 lab hours/week
Provides an understanding of the law library and will assist the student in developing research skills through the use of digests, reporters, statutes, administrative materials and secondary materials. This course includes practice problems requiring legal research. The course also will include an introduction to computerized legal research. Prerequisites: C or better in PA 1102. F, S

PA 2222 Legal Writing and Analysis
3 credits; 3 classroom hours/week; 0 lab hours/week
Provides the student with experience in the development of analytical writing skills in the preparation of case and trial briefs, legal memoranda, investigative summaries and general legal correspondence. Prerequisites: C or better in PA 2220 and ENG 1108. Recommended: Students should complete 1111 or 1114 prior to taking this course PA 2222. F, S

PA 2289 Paralegal Internship
2 credits; hours arranged
Gives the pre-service student practical work experience in the paralegal area. Provides the student with the opportunity to develop skills and abilities to understand a law office's operation, apply the law and legal procedures, conduct legal research, write letters and memorandums, draft documents, contact clients or individuals, and maintain confidentiality and professional ethics. Prerequisites: Written permission of the program director one semester in advance; C or better in PA 2220. F, S, Su

PHILOSOPHY
About the Philosophy Department
The mission of the philosophy department is to facilitate student learning in the problems and history of philosophy. This includes, among other things, the development of reasoning and critical thinking skills and the analysis of influential ethical theories and major philosophical theories of reality. In terms of content, symbolic logic is included in PHIL 1120 Logic, and this course meets MnTC Goal 4 requirements. More generally, credits can be applied to distribution requirements for two- and four-year degrees and as preparation for a bachelor's degree in philosophy or related areas.
PHIL 1110 Introduction to Philosophy (MnTC 2, 6B)
3 credits; 3 classroom hours/week; 0 lab hours/week
Contains some of the basic issues in the history and problems of philosophy, such as theories of knowledge, reality, value and society. F, S, Su

PHIL 1112 Ethics (MnTC 2, 9)
3 credits; 3 classroom hours/week; 0 lab hours/week
Examines major classical and contemporary ethical theories, and in light of these theories, addresses some current contentious topics. F, S, Su

PHIL 1120 Logic (MnTC 2, 4)
3 credits; 3 classroom hours/week; 0 lab hours/week
Examines the principles that separate good from bad reasoning; distinguish arguments and nonarguments, deduction and induction, categorical and propositional systems of analysis. F, S

PHIL 1125 Thinking Critically About Contemporary Issues (MnTC 2, 9)
3 credits; 3 classroom hours/week; 0 lab hours/week
An introduction to basic principles of informal logic and critical thinking. Emphasis on different kinds of arguments, methods of argument evaluation, and the analysis of arguments as they arise in various contexts such as political debate, advertising, science, law, and ethics. Each course will include a focus on some contemporary issue chosen by the instructor. F, S

PHIL 1140 Philosophy and World Religions (MnTC 6B, 8)
3 credits; 3 classroom hours/week; 0 lab hours/week
Examines the historical and cultural development of the world’s major religions including, but not limited to: Judaism, Christianity, Islam, Buddhism, Hinduism, Confucianism, and Daoism. This course is intended to explore these religions in terms of philosophical questions such as the meaning of self-knowledge, virtue, justice, etc. F, S, Su

PHIL 2110 American Mind (MnTC 6B, 7)
3 credits; 3 classroom hours/week; 0 lab hours/week
Presents a philosophical and cultural exploration of the emergence and continuing development of ideas and pluralistic traditions within the United States. Imparts an awareness of the richness and diversity of American heritage that from early on dealt with issues of race, ethnicity, political empowerment, religious belief, gender and the environment. Readings include works from early Puritans, Native and African-Americans, Feminists and the Classical American Pragmatists Peirce, James and Dewey. S (odd years)

PHIL 2120 Philosophy and Scientific Thought (MnTC 2, 8)
3 credits; 3 classroom hours/week; 0 lab hours/week
Examines the question “what is science” by exploring philosophical issues concerning the nature of scientific knowledge. Topics may include the nature of scientific methodology and explanation, the confirmation and falsification of scientific theories, the status of unobservable entities in scientific theories, the relationships between different scientific fields, the relationship between science and other forms of knowledge, and the impact of science and technology on society. No specific background in a scientific field is required. F (odd years)

PHIL 2130 Environmental Philosophy (MnTC 9,10)
3 credits; 3 classroom hours/week; 0 lab hours/week
Examines current and traditional accounts of the environment including the impact of human activity, natural events, geographical changes, etc. This course will also explore a range of philosophical topics within the area of environmentalism and its role in human development. (Students having already taking PHIL 1130 cannot take PHIL 2130 for credit). S (even years)

PHIL 2140 Eastern Philosophy (MnTC 6B,8)
3 credits; 3 classroom hours/week; 0 lab hours/week
Critically engages and explores the rich tradition of Eastern philosophy. This course examines the wide range of Eastern thought, including but not limited to, Buddhism, Hinduism, Confucianism, and Daoism. F (even years)

PHIL 2250 Special Topics in Philosophy (MnTC 6B, 9)
2-4 credits; 2-4 classroom hours/week; 0 lab hours/week
Studies prominent philosophers, themes, periods or methods. Topics will be determined in advance by the instructor and published in the class schedule. V

PHYSICAL EDUCATION
About the Physical Education Department
The mission of the physical education department is to improve student understanding of the role physical activity plays in lifelong health and wellbeing and to help students develop skills and attitudes needed to pursue activities through their lifetimes. The department encourages all students, faculty and staff at Inver Hills to pursue lifelong fitness and wellness by active participation in fitness, sports and leisure activities. A wide variety of courses are offered in each of these areas. The fitness courses provide information on fitness principles, training guidelines, nutrition and body composition that students use to design personal fitness programs. The sport courses focus on skill development, team strategies, rules and etiquette through active participation in drills and game play. The outdoor education courses introduce students to a wide variety of recreational activities to encourage lifelong enjoyment of nature. Many four-year colleges and universities require one or more physical education activity courses, which will be fulfilled by activity courses from Inver Hills. An A.S. degree in physical education prepares students to work in the fitness industry or to transfer into a four-year teaching program in physical education. The A.S. degree in exercise science is designed to prepare students to work in the fitness industry or transfer to a four-year program in exercise science. See the Programs and Majors section for details.

PHED 1100 Intro. to Physical Education, Kinesiology, Exercise and Sport Science
2 credits; 2 classroom hours/week; 0 lab hours/week
Introduces the disciplines of physical education, kinesiology and exercise science and the professional opportunities in the fields. Significant historical events are presented and current issues in the disciplines are discussed. Students begin to develop a professional philosophy while beginning the process of career exploration and planning. This course is intended for students in the A.S. program for Physical Education or the A.S. degree in Exercise Science. This course will not meet the physical education requirement for the A.A. degree. F

PHED 1101 Group Cardio Work-Out
2 credits; 1 classroom hour/week; 2 lab hours/week
Provides students an opportunity to improve physical fitness through a variety of formats, such as interval training, circuits, group-based activities, and individual cardio-respiratory exercise. Appropriate for all fitness levels, including beginners. Fitness components, fitness principles, nutritional guidelines and body composition information will be presented. This course may be taken twice for a maximum of four credits. F, S(V)

PHED 1102 Yoga
1 credit; 0 classroom hours/week; 2 lab hours/week
Introduces the skills, techniques, and physical and mental benefits associated with the practice of yoga. The course emphasizes the performance of yoga postures, and breathing and relaxation techniques
to improve muscular strength and endurance, muscle tone, flexibility and balance, and to reduce stress. Additional topics include muscle identification, fitness principles, fitness components and exercise guidelines. This course may be taken up to three times for credit. F, S

PHED 1103 Tai Chi
1 credit; 0 classroom hours/week; 2 lab hours/week
Introduces the basic strokes of Tai Chi from beginning to advanced levels. This course may be taken up to three times for credit. F, S

PHED 1106 Bowling
1 credit; 0 classroom hours/week; 2 lab hours/week
Introduces the basic rules, courtesy and scoring of bowling. Correct bowling technique and aiming strategies will be presented. This course may be taken for up to a maximum of three credits. F, S

PHED 1109 Weight Training
2 credits; 1 classroom hour/week; 2 lab hours/week
Emphasizes individual improvement of body strength and toning through free weights and machine lifting routines, fitness testing and individual weight programs. Discussions include fitness components, fitness principles, muscle identification, proper lifting technique, nutritional guidelines and body composition. Students will develop a personal weight-training program based on their fitness pretests and goals. This course may be taken twice for a maximum of four credits. F, S

PHED 1110 Conditioning
2 credits; 1 classroom hour/week; 2 lab hours/week
Promotes physical fitness, muscle tone, efficient movement and control of weight through proper diet, strength/toning exercises and endurance activities. Discussion topics include fitness components, fitness principles, nutritional guidelines, body composition, muscle identification and personal wellness. This course may be taken twice for a maximum of four credits. F, S

PHED 1118 Golf
1 credit; 0 classroom hours/week; 2 lab hours/week
Introduces the basic strokes of golf, selection and care of equipment, etiquette, scoring and rules. Students will be required to play at a golf course one or more times. Since there is limited equipment available, students may need to use their own golf clubs. This course may be taken up to three times for credit. Su(V)

PHED 1124 Recreational Activities
1 credit; 0 classroom hours/week; 2 lab hours/week
Introduces numerous recreational activities, which may include badminton, cross-country skiing, horseshoes, table tennis, darts, shuffleboard, Frisbee golf, bocce, Pickle Ball and others. S(V)

PHED 1127 Law Enforcement Physical Skills Training
1 credit; 0 classroom hours/week; 2 lab hours/week
Emphasizes the physical skills necessary to meet the demands of the profession, and helps the student develop an individual ongoing conditioning program. This course is required to graduate from the law enforcement program. F, S

PHED 1129 Racquet Sports
1 credit; 0 classroom hours/week; 2 lab hours/week
Introduces the basic skills, rules and strategies in badminton tennis, table tennis and Pickle Ball. Students should supply their own tennis racquet. Racquets and paddles for the other sports will be provided. This course may be taken up to three times for a maximum of three credits. S(V)

PHED 1130 Softball
1 credit; 0 classroom hours/week; 2 lab hours/week
Introduces fundamental skills, team play and rules of softball. This course may be taken up to three times for credit. F

PHED 1135 Snowboarding and Skiing
1 credit; 0 classroom hours/week; 2 lab hours/week
Allows a student to participate in the winter downhill activity of skiing or snowboarding at either a beginning or advanced level. The student will be placed in a group designating his/her skill level. Appropriate level will be determined by Afton Alps instructors. The course includes active participation and skill development, selection and care of equipment, safety rules and facts about conditioning. Students may have their own equipment or rent from the skiing facility. Students must provide their own transportation to the slopes. This course may be repeated twice for different activities or levels. S

PHED 1144 Volleyball
1 credit; 0 classroom hours/week; 2 lab hours/week
Introduces power volleyball skills, rules and strategies. The 4-2, 5-1 and 6-2 offensive strategies and formations will be presented. This course may be taken up to three times for credit. F, S

PHED 1145 Walking/Jogging
2 credits; 1 classroom hours/week; 2 lab hours/week
Provides students the opportunity to improve their cardiovascular fitness through walking and jogging. Students will develop and execute a personal walking or running program. Progress will be monitored throughout the semester. Students will learn the benefits of walking or running as a stress-reduction activity. Lecture topics include fitness components, fitness principles, nutritional guidelines, body composition, stress management and personal wellness. This course may be taken twice for a maximum of four credits. F, S

PHED 1148 Karate
1 credit; 0 classroom hours/week; 2 lab hours/week
Introduces the fundamentals of Karate from beginning to advanced skills, including self-defense techniques. This course is for the beginning student through the advanced levels. This course may be taken up to three times for credit. F, S

PHED 1150 Self Defense
1 credit; 0 classroom hours/week; 2 lab hours/week
Presents conditioning and fundamentals of self-defense for home or street situations, and instruction in self-control in some self-defense situations. F, S

PHED 1180 Approved Activity
1 credit; 0 classroom hours/week; 2 lab hours/week
Is intended for students who cannot participate in other physical education courses due to permanent physical disability or limitation. Students will meet with the instructor to discuss physical abilities and design a 30-hour activity program to work toward improved fitness. Students will be required to perform 30 hours of activity. Students should discuss participation with their physicians. Written permission of instructor. F, S

PHED 1199 Certifications in Physical Education
1-2 credits
Allows student to earn credit for demonstrating knowledge and skill through a certification course from an organization, such as American College of Sport Medicine, National Strength and Conditioning Association or National Dance Education Instructor Training Association. This course may be repeated for different certifications. Prerequisites: PHED 1100 and written permission of instructor. F(V), S(V)

PHED 2100 Anatomical Kinesiology and Biomechanics
3 credits; 3 classroom hours/week; 0 lab hours/week
Examines both the kinematics (describes motion) and the kinetics (explains how and why) of human movement. The structural, physiological and mechanical factors that influence human motion will be studied. This course is intended for students in the A.S. programs for Physical Education or Exercise Science. This course will not meet the physical education requirement for the A.A. degree. Prerequisites: BIOL 2201 recommended. S

PHED 2200 Flatwater Canoeing Skills
1 credit; 0 classroom hours/week; 2 lab hours/week
Provides instruction and experience in paddling on lakes and rivers with minimal rapids. Course content includes equipment, clothing, safety, conditioning, basic paddling strokes and skills, and the various types of canoes. This course requires physical activity and will take place over one weekend, with the first portion instructional and the final two days spent on a canoe trip on moving water. Students will camp out during the canoe trip. There also is one class period on campus before the trip for orientation to the course. Most activities will take place outdoors. Special fee required. Pass/fail grading option only. F, S

PHED 2201 Outdoor Activity Sampler
1 credit; 0 classroom hours/week; 2 lab hours/week
Introduces several outdoor activities, which may include any or all of the following: canoeing, kayaking, orienteering, rock climbing, adventure ropes course, hiking, camping, nature's edibles or outdoor cooking. This course will take place over one weekend, plus one on-campus class period. Special fee required. Pass/fail grading option only. F, S

PHED 2208 Backpacking
1 credit; 0 classroom hours/week; 2 lab hours/week
Provides instruction and experience to backpacking, including equipment and camping in a wilderness environment. This course will take place over one weekend with one class period on campus prior to the trip for course orientation. This course requires moderate to vigorous physical activity. Equipment is available for rent from the IHCC Outdoor Center for a nominal fee. Special fee is required. Pass/fail grading option only. F

PHED 2210 Winter Skills
1 credit; 0 classroom hours/week; 2 lab hours/week
Introduces the skills, techniques, equipment and ethics of winter wilderness-oriented skills, such as winter camping, snow shoeing and cross-country skiing. The course provides a variety of exposure to skills so that students may pursue interests beyond this course. This course takes place over one weekend with one on-campus class period prior to the trip for orientation. Equipment is available for rent from the IHCC Outdoor Center for a nominal fee. Special fee required. Pass/fail grading option only. Students may choose to camp in their snow shelter or stay in the Audubon Center lodge. S

PHED 2213 Geocaching
1 credit; 0 classroom hours/week; 2 lab hours/week
Provides instruction and expertise related to the use of the internet and a GPS unit to find and seek a geo cache. Course content includes the origins of geocaching, the various types of geo caches, choosing an appropriate geo cache, interacting with the geocaching website, hiding and seeking a geo cache, logging your experience online after the geo cache hunt is complete, safety concerns, and setting up an appropriate geo cache hunt. Students will be required to walk and hike to locate geo caches during the term. Students must have access to a GPS device or Smartphone with an appropriate application for locating geo caches (available free online). V

PHED 2214 Wilderness Navigation
1 credit; 0 classroom hours/week; 2 lab hours/week
Provides instruction and experience related to the use of map and compass for wilderness navigation and problem solving. This course will take place over one weekend with one on-campus class prior to the trip for orientation. Students will hike through a wilderness area in small groups with radio contact with the instructor. Special fee required. Pass/fail grading option only. F, S

PHYSICS
About the Physics Department
The physics department includes specialized and general courses, most with laboratory, which meet requirements for two- and four-year degrees in the physical sciences. Students interested in a major in physics, the sciences or engineering should consult with a counselor when selecting classes.

PHYS 1010 Descriptive Astronomy (MnTC 2, 3B)
3 credits; 2 classroom hours/week; 2 lab hours/week
Surveys the major areas of astronomy, including planets, the sun, the moon, galaxies and cosmology. Activities include sky observations and laboratory work. F, S, Su

PHYS 1030 Descriptive Physics (MnTC 2, 3B)
4 credits; 3 classroom hours/week; 2 lab hours/week
Explores topics in motion, heat, sound, electricity, magnetism, light and nuclear physics. PHYS 1030 emphasizes concepts, basic laws and applications of physics. For students with no physics background who do not plan to concentrate their study in science. PHYS 1030 assumes only a basic understanding of math. Prerequisites: Placement into MATH 0740 or higher. F

PHYS 1041 Algebra & Trig Based Physics I (MnTC 2, 3B)
4 credits; 3 classroom hours/week; 2 lab hours/week
Explores topics in algebra and trigonometry to explain these physics concepts and solve problems related to them. Prerequisites: Courses in trigonometry and higher algebra or concurrent enrollment in MATH 1119. F

PHYS 1042 Algebra & Trig Based Physics II (MnTC 2, 3B)
4 credits; 3 classroom hours/week; 2 lab hours/week
Explores topics in electricity and magnetism, circuits, waves, light, and optics. This course relies on algebra and trigonometry to explain these physics concepts and solve problems related to them. PHYS 1042 is a continuation of PHYS 1041. Prerequisites: PHYS 1041 and MATH 1119 or MATH 1127. S

PHYS 1081 Calculus Based Physics I (MnTC 2, 3B)
5 credits; 4 classroom hours/week; 2 lab hours/week
Explores topics in electricity and magnetism, light and optics. Physics 1081 is the first part of a two-semester sequence. Prerequisites: MATH 1133 or concurrent enrollment. F

PHYS 1082 Calculus Based Physics II (MnTC 2, 3B)
5 credits; 4 classroom hours/week; 2 lab hours/week
Explores topics in electricity and magnetism, light and optics. This course is a continuation of PHYS 1081. Prerequisites: PHYS 1081 and MATH 1133. S

POLITICAL SCIENCE
About the Political Science Department
Politics is the exercise of power by people in deciding what is to be done
on public matters. The subject of political science is the study of the differing viewpoints and interest groups that may conflict on these public issues. Politics may be studied on the local, state, national or international level. At Inver Hills, the political science curriculum offers courses that examine political issues at each level of government. In addition, specialized courses are occasionally offered that treat a current topic, and there also is an internship program available for students at the state legislature. Our political science instructors have studied and participated in government activities, legal analysis and public policy making. Many former political science students at Inver Hills have become high school teachers, journalists or work in local state, and federal government positions. Some have run for elected office and others have gone to graduate or law school. In addition to individual courses, the political science department offers students the opportunity to pursue an A.A. degree with an emphasis in political science. For degree requirements and description, see the Programs and Majors section of this catalog.

POLS 1101 Introduction to Political Science (MnTC 5, 9)
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces students to major topics, approaches and methods in Political Science with an emphasis on political ideologies, political behavior, comparative government, international relations (including causes of war and peace) and relevant social science theory. The course also will examine power, conflict, ideology, nationalism and revolution by focusing on structure and change in democratic and non-democratic governments. F, S, Su

POLS 1111 American Government (MnTC 5, 9)
3 credits; 3 classroom hours/week; 0 lab hours/week
Studies processes and policies of United States national government, political parties, campaigns and elections, public opinion, interest groups, media coverage and current political issues. The course also will examine principles of the Constitution, and the structure and behavior of the legislative, executive and judicial branches. F, S, Su

POLS 1121 State and Local Government (MnTC 5, 9)
3 credits; 3 classroom hours/week; 0 lab hours/week
Examines state and local government political institutions, behavior, public policies, tax and spending problems. The course also will analyze structure and behavior of state legislatures, governors, courts and political parties, including the nomination and election process of state and local officials. Overall, the course emphasis will be on the Minnesota political system. S

POLS 1131 World Politics (MnTC 5, 8)
3 credits; 3 classroom hours/week; 0 lab hours/week
Requires students to examine and compare the major issues, conflicts and challenges facing today's global political environment. The course will focus on the following main topics: (1) causes and consequences of globalization; (2) the politics of intervention; (3) cooperation and conflict in global institutions; (4) development, foreign aid and trade; (5) the politics of human rights and the environment; (6) the politics of arms races; and (7) contemporary case studies of international conflicts. Students will learn about related institutions and processes, public policies and social scientific theory while examining their own political values, experiences and behaviors. V

POLS 1141 Introduction to Environmental Politics (MnTC 5, 10)
3 credits; 3 classroom hours/week; 0 lab hours/week
Requires students to critically consider and address the history, organizations, interest groups and processes that shape domestic and global environmental issues. The course will focus primarily on the following areas of study: (1) political and policy processes; (2) the public lands debate; (3) the politics of waste and toxins; (4) the politics of energy; (5) the politics of water; (6) the politics of air quality; (7) the politics of endangered species and biodiversity; (8) the politics of global environmental issues; (9) the politics of human population growth; and (10) the politics of environmental sustainability. Using cutting-edge social scientific theory and research, students will be asked to examine their own political values, experiences and behavior regarding contemporary environmental problems and potential solutions. V

PSYC 1140 Psychology of Women (MnTC 5, 7)
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces current theory and research related to such issues as the psychological development of women, identity formation, self-esteem, violence, health, spirituality, social cultural influences, biology, relationships and career. Both academic and experiential learning are emphasized, including extensive reading and journaling and a community project. Attendance and group participation are essential. F, S

PSYC 1150 Political Science Field Experience
1-4 credits
Combines internship at a public policy-related governmental or non-governmental organization with a research-based examination of power, politics, and leadership. Students spend approximately 3 hours per credit per week at internship location, meet with faculty coordinator at least three times during the semester, develop specific learning goals with both faculty and internship site supervisor, and submit writing assignments that integrate political science concepts with internship experience. Must arrange internship placement and obtain permission from coordinating faculty prior to registering for this course. Prerequisites: Permission from faculty field experience coordinator is necessary prior to registration.

PSYC 1220 Special Topics (MnTC 5)
3 credits; 3 classroom hours/week; 0 lab hours/week
Teaches the individual and societal benefits of the continued study of political science. Students will learn about political institutions and processes, public policies and social scientific theory while examining personal political values, experiences and behaviors. V

PSYCHOLOGY

About the Psychology Department
The Psychology Department fosters a scientific approach to the study of behavior and mental processes. The curriculum is designed to serve students who want to earn an A.A. degree and go on to upper division coursework and perhaps graduate work in psychology. Classes are relevant to students who intend to continue their formal education in career programs, such as nursing, and those who plan to take one or several courses at Inver Hills in pursuit of other learning goals. Faculty work to promote the belief that gaining knowledge through the discipline of psychology will enhance personal lives and help develop responsible and educated citizens. In addition to individual courses, the psychology department offers students the opportunity to pursue an A.A. degree with an emphasis in psychology. For degree requirements and description, see the Programs and Majors section of this catalog.

PSYC 1101 Introduction to Psychology (MnTC 5, 8)
4 credits; 4 classroom hours/week; 0 lab hours/week
Presents a survey of the science of psychology including theoretical and experimental findings and applications. Topics include research methodology, the nervous system, perception, cognition, learning, memory, human development, emotions, motivation, personality, psychological disorders and their treatment, attitudes, social influence and growth processes. This course may not be taken for credit if a student has already earned credit for General Psychology with Lab (PSYC 1201). Prerequisites: Placement into ENG 1108 or successful completion (grade of C or above) of ENG 99 and READ 93/94. F, S, Su

PSYC 1140 Psychology of Women (MnTC 5, 7)
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces current theory and research related to such issues as the psychological development of women, identity formation, self-esteem, violence, health, spirituality, social cultural influences, biology, relationships and career. Both academic and experiential learning are emphasized, including extensive reading and journaling and a community project. Attendance and group participation are essential. F, S

PSYC 1201 Introduction to Psychology with Lab (MnTC 3A)
4 credits; 3 classroom hours/week; 2 lab hours/week
Presents a survey of the science of psychology including theoretical and experimental findings and applications. Topics include research methodology, the nervous system, sensation and perception, cognition, learning, memory, human development, emotions, motivation, personality, psychological disorders and their treatment, attitudes, social influence and growth processes. Incorporates weekly laboratory activities in which students perform hands-on experiments, measurements, and analyses in psycho-physiology, sensation and perception, learning, and/or other experimental topics. This course may not be taken for credit if you have already earned credit for Introduction to Psychology (PSYC 1101). Prereq: Placement into ENG 1108 or successful completion (grade of C or above) of ENG 99/Read 93. F

PSYC 1210 Lifespan Development (MnTC 5, 7)
3 credits; 3 classroom hours/week; 0 lab hours/week
Presents an introduction to the physical, cognitive, and psycho-social aspects of development across the lifespan. Explores the research and theories relevant to the psychological study of human development from conception to death. Applies these issues to general and clinical populations. Prereq: PSYC 1101 or PSYC 1201 recommended. F, S, Su

PSYC 1220 Adulthood and Aging Psychology (MnTC 5, 7)
3 credits; 3 classroom hours/week; 0 lab hours/week
Explores research and theory from the field of developmental psychology regarding the nature and processes of human development from early adulthood through old age and death. Implications and applications are addressed. This course and Child Adolescent Psychology (PSYC 1215) provide a comprehensive study of Lifespan Development. Prerequisites: Recommended PSYC 1101 or PSYC 1201. F, S

PSYC 1230 Psychology of Death, Dying and Loss (MnTC 5, 9)
3 credits; 3 classroom hours/week; 0 lab hours/week
Emphasizes a psychological approach to death, dying and related topics. Explores relevant theories, data, models and ethical issues, and provides an opportunity to confront and explore personal attitudes and feelings. F, S

PSYC 2250 Abnormal Psychology (MnTC 5, 7)
3 credits; 3 classroom hours/week; 0 lab hours/week
Explores the classification, assessment, diagnosis, symptoms, causes, and treatment of common psychopathologies, including anxiety disorders, depressive disorders, schizophrenia, personality disorders, and substance-related and addictive disorders. Prereq: PSYC 1101 or PSYC 1201. F, S

PSYC 2251 Special Topics in Psychology (MnTC 2, 5)
2-4 credits
Explores various subdisciplines, developments and issues in psychology. Examples of possible topic areas include, but are not limited to: Biopsychology, Cognitive Psychology, Research Methods, Counseling Techniques, Sports Psychology, Learning Theory, Industrial/Organizational Psychology and History of Psychology. Prerequisites: PSYC 1101 or PSYC 1201. V

PSYC 2300 Mind and Health (MnTC 2, 5)
3 credits; 3 classroom hours/week; 0 lab hours/week
Explores the role of psychological factors in physical health and sickness. The scientific research and application of such topics as psychoneuroimmunology, shamanism, meditation and modern relaxation techniques are addressed. Students learn to critically evaluate the research supporting the use of such techniques. Classes are primarily discussion-based, with opportunities for experiential learning. This course is reading-intensive. Prerequisites: PSYC 1101 or 1201. V

READING

About Reading Courses
Reading courses help students develop study and academic skills that contribute to success in college and the workplace.

READ 0090 Introduction to College Reading and Writing
5 credits; 5 classroom hours/week; 0 lab hours/week
Introduces the beginning college student to the demands of college reading and writing through the close study of representative college textbook material and the production of short essays and other informal writing. Includes a review of English grammar and vocabulary development. Intended for students whose college assessment results suggest that further development of reading and writing skills would be beneficial. Prerequisites: Placement into READ 0090 as recommended by IHCC assessments. F, S, Su

READ 0093 Reading College Texts
3 credits; 3 classroom hours/week; 0 lab hours/week
Focuses on developing the reading and study strategies necessary for success in a typical college course. Emphasizes strategies for improving understanding of what is read as well as strategies for selecting, organizing, and remembering. Also encourages development of skills and habits for lifelong learning. Intended for students who need to improve college-level reading and study skills. Prerequisites: Placement into READ 0093 is recommended by IHCC assessments or completion of READ 0090 or EAP 0090 with a grade of C or better. F, S, Su

READ 0094 Reading Workshop
3 credits; 3 classroom hours/week; 0 lab hours/week
Challenges students to improve general and college reading skills through development of fluency and vocabulary. Particular emphasis will be placed on developing a college-level vocabulary, improving reading rate, expanding background knowledge for college reading, and the role of reading in academic, public, and private life. Intended for the student who needs to improve college-level reading skills. Prerequisites: Placement into READ 0094 as recommended by IHCC assessments or completion of READ 0090 or EAP 0090 with a grade of C or better. F, S, Su

READ 1100 Introduction to Critical Reading (MnTC 2)
3 credits; 3 classroom hours/week; 0 lab hours/week
Helps students develop informed responses to college-level texts. Gives students practice in analyzing and synthesizing college-level texts to find...
implied meaning and draw informed conclusions. Intended for students interested in improving higher-level skills in a challenging academic setting. Prereq: Placement into READ 1100 as recommended by IHCC assessments or completion of READ 0093 or READ 0094 with a grade of C or better.

**SOCILOGY**

**About the Sociology Department**

Sociology is the study of social structures and looks at the constructions that exist in all societies that make up our reality. Sociology courses generally focus on institutions common to most cultures like government, families, religions, economies and education. Other topics may include the media, race relations, gender inequality, law enforcement and deviance. The sociology department at Inver Hills is devoted to helping students examine the social world from new perspectives. Course contents, which range from current events and controversial contemporary issues to surveys of forgotten cultures and investigations of the sources of power and privilege, are all designed to stimulate student curiosity and offer a new lens to the social world. Inver Hills’ sociology courses are part of the Minnesota Transfer Curriculum. In addition to individual courses, the sociology department offers students the opportunity to pursue an A.A. degree with an emphasis in sociology. For degree requirements and description, see the Programs and Majors section of this catalog.

**SOC 1100 Introduction to Sociology (MnTC 5, 9)**

4 credits; 4 classroom hours/week; 0 lab hours/week

Emphasizes methods, basic concepts, terminology and perspectives used by sociologists in analysis of social relationships. Sociological analysis will focus on American government, family, education, religion and the economy. F, S, Su

**SOC 1126 Sociology of Deviance (MnTC 5, 9)**

3 credits; 3 classroom hours/week; 0 lab hours/week

Examines sociological theories explaining deviance, its pertinence to the construction of social order as well as identity, and the application of these theories to the problems of crime, drug use and mental illness. This course also examines the relationship between creativity and deviance. F, S

**SOC 1127 Social Inequalities: Race, Class, & Gender (MnTC 5, 7)**

3 credits; 3 classroom hours/week; 0 lab hours/week

Describes and analyzes selected inequality relationships in the United States. Topic areas will include economic inequality-poverty, ethnic inequality-racism and gender inequality-sexism. F, S, Su

**SOC 1130 Family and Society (MnTC 5, 7)**

3 credits; 3 classroom hours/week; 0 lab hours/week

Surveys human relationships from both the sociological and practical perspectives. Areas of study will include: love, dating, sexuality, singleness, marriage, conflict, parenting, relationship violence, reininging and other relevant topics. F, S, Su

**SOC 1145 Gender in Society (MnTC 5, 7)**

3 credits; 3 classroom hours/week; 0 lab hours/week

Explores gender from a sociological perspective that seeks to promote understanding and awareness of gender and gender inequality. F, S, Su

**SOC 2010 Sociology of Genocide (MnTC 5, 9)**

3 credits; 3 classroom hours/week; 0 lab hours/week

Explores the cultural, historical and sociological factors that have led to the haunting problem of genocide in the 20th and 21st centuries, and promotes knowledge of how to prevent future genocides based on scholarly research, media analyses, case studies and first-hand testimonials. This course seeks to address what can be done to make the frequent quote “Never again” a greater reality. V

**SOC 2030 Environmental Sociology (MnTC 5, 10)**

3 credits; 3 classroom hours/week; 0 lab hours/week

Explores the ways in which societies have created ecological problems, the human dimensions of climate change and how institutional arrangements are evolving to deal with environmental challenges. In addressing these topics, the course will make linkages between local, national and global processes. Prerequisites: Recommended SOC 1100. V

**SOC 2140 Religions and Society (MnTC 5, 7)**

3 credits; 3 classroom hours/week; 0 lab hours/week

A practical observational approach to studying specific religious groups. This course uses field work (participant observation) to help students understand religions such as Islam, Buddhism, Catholicism, Protestantism, Confucianism, Unification Church, Jehovah Witness and others. (One-third of the class time is reserved for site visits.) Prerequisites: SOC 1100 is recommended. V

**SOC 2142 Mind, Self, and Society (MnTC 5, 7)**

3 credits; 3 classroom hours/week; 0 lab hours/week

Focuses on the individual in relationship to the social structure. Offers a sociological perspective on social psychology. Topics include the development of the “social self,” the social impact of individual attitudes and behaviors, social interactions, interpersonal relations and small groups. Major theories and methods used in the field are addressed throughout. V

**SOC 2250 Special Topics: Civic (MnTC 5, 9)**

3 credits; 3 classroom hours/week; 0 lab hours/week

Studies a topic, issue or controversy through a sociological lens by examining sociological perspectives, relationships and/or interactions. V

**SOC 2251 Special Topics Global Perspective (MnTC 5, 8)**

3 credits; 3 classroom hours/week; 0 lab hours/week

Studies a topic, issue or controversy through a sociological lens by examining sociological perspectives, relationships and/or interactions with a global perspective. V

**SPANISH**

**About the Spanish Department**

The Spanish department offers a selection of lower division courses. Using a communicative approach, experienced instructors lead students to a valuable level of proficiency and cultural understanding in a stimulating and supportive environment. Learning is enhanced through multimedia technology. Coursework may be used to satisfy electives, to cultivate personal interests, or to meet program requirements at four-year institutions.

**SPAN 1100 Spanish for Health Professionals**

3 credits; 3 classroom hours/week; 0 lab hours/week

Introduces basic Spanish skills for professionals in the health fields. This course will emphasize practical oral communication and will introduce the students to the specialized medical terminology in Spanish. Acquisition of this knowledge will help professionals to communicate using basic sentences with patients and family whose primary language is Spanish, when accessibility to an interpreter is not possible. Knowledge of medical terminology is recommended. V
SPAN 1101 Beginning Spanish I (MnTC 6B, 8)
5 credits; 5 classroom hours/week; 0 lab hours/week
Introduces basic language skills. Development of listening comprehension, reading, speaking, and writing skills to become proficient at the appropriate level. Cultures of the Spanish speaking countries are introduced to develop cultural understanding and sensitivity. F, S, Su

SPAN 1102 Beginning Spanish II (MnTC 6B, 8)
5 credits; 5 classroom hours/week; 0 lab hours/week
A continuation of SPAN 1101. This course focuses on continued development of listening comprehension, speaking, and writing skills. Cultural understanding and sensitivity are important aspects of this language course. Prerequisites: SPAN 1101 or consent of instructor. F, S, Su

SPAN/EDU 1103 Spanish for Educators
3 credits; 3 classroom hours/week; 0 lab hours/week
Provides functional Spanish language communication skills for educators and other personnel who may have professional contact with Spanish speakers. Offers training in basic Spanish listening, speaking, reading and writing skills in school settings where an interpreter might not be available. Conduct work-specific learning activities dedicated to the school office, nurse's office, classroom and instructional management, extracurricular activities, transportation and school security. NOTE: EDU 1103 and SPAN 1103 are co-listed; department should be selected at registration. Credit will be given in only one department. F, S, Su

THTR 1105 Introduction to Theater (MnTC 6A)
3 credits; 3 classroom hours/week; 0 lab hours/week
Introduces the student to the history and theory of plays, playwrights, and the various arts and situations and some cultural issues. Prerequisites: SPAN 1102 or equivalent. F

THTR 1101 Introduction to Film (MnTC 6B, 8)
3 credits; 3 classroom hours/week; 0 lab hours/week
Helps students understand, appreciate, and enjoy motion pictures from their inception to the present as an art form. A beginning approach to the history, theory, and criticism of the cinema and film industry. The relationship between form and contents is basic to this course. F, S, Su

THTR 1107 Film History I (MnTC 6B, 8)
3 credits; 3 classroom hours/week; 0 lab hours/week
Surveys the History of Film from the silent era through the sound era of Classical Hollywood, with special focus on filmmakers, genres, and styles.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Hours</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>THTR 1108</td>
<td>Film History II (MnTC 6B, 8)</td>
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<td></td>
<td>Surveys the History of Film from the classical</td>
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<td>studio system to the contemporary American</td>
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<td>Independents. The focus of the course is on</td>
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<td>analysis and interpretation of films and evolving</td>
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<td>national traditions of cinema. Influential films</td>
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<td>are viewed and discussed. F(V), Su(V)</td>
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<td>THTR 1152</td>
<td>Beginning Acting (MnTC 6A)</td>
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<td>Develops student understanding of and skills in</td>
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<td></td>
<td>the theories and practices of stage acting.</td>
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<td>F, S</td>
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<td>THTR 1157</td>
<td>Theatre Makeup (MnTC 6A)</td>
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<td>Introduces the student to the theory, technique</td>
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<td>and application of makeup for the theatre.</td>
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<td>Emphasis placed on practical application of the</td>
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<td>makeup. S(V)</td>
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<td>THTR 1158</td>
<td>Creative Dramatics (MnTC 6A)</td>
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<td>Helps students develop skills in the use of</td>
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<td>creative drama activities. Skills are to be</td>
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<td>applied to guide children in the creation and</td>
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<td>dramatization of poems, stories, historical</td>
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<td>events and other literature. Units on children's</td>
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<td></td>
<td>theatre and puppetry are included. S(V)</td>
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<td>THTR 1161</td>
<td>Theatre Activities</td>
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<td>Provides students opportunities to participate</td>
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<td>in a theatre production on campus through</td>
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<td>acting, set construction, scene painting,</td>
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<td>lighting, props, makeup, publicity,</td>
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<td>costuming, and/or stage management. May be</td>
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<td>repeated to a maximum of four times. Students</td>
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<td>will engage in a minimum of 30 hours on aspects</td>
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<td>of play production arranged with the instructor.</td>
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<td>F, S</td>
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<tr>
<td>THTR 2109</td>
<td>Theatre History I (MnTC 6B, 8)</td>
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<td>Surveys theatrical history from its origins to</td>
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<td>1700. Major periods and movements of theatre are</td>
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<td>discussed as they occurred chronologically.</td>
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<td>Analysis of the period’s practices, practitioners,</td>
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<td>playing space and audience. Prerequisites:</td>
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<td>Recommended: THTR 1105. V</td>
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<td>THTR 2153</td>
<td>Advanced Acting (MnTC 6A)</td>
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<td>Develops student understanding of and skills in</td>
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<td>more advanced theories and practices of stage</td>
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<td>acting. Prerequisites: THTR 1152 or permission</td>
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<td>from instructor. S(V)</td>
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<td>THTR 2154</td>
<td>Design for the Theatre (MnTC 6A)</td>
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<td></td>
<td>Introduces the concepts, process, and practices</td>
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<td>common to the design of scenery, lighting and</td>
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<td>costume. The study and application of the</td>
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<td>aesthetic principles and graphic skills involved</td>
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<td>in all areas of theatrical design. Development</td>
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<td>of the student’s abilities in research methodology,</td>
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<td>as it applies to design for the theatre. Emphasis</td>
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<td>on design skills (including CAD programs) as a</td>
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<td>communication tool in the collaborative process</td>
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<td>of theatrical production. Prerequisites:</td>
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<td>Recommended THTR 1105. V</td>
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<td>THTR 2210</td>
<td>Hitchcock, the Master of Suspense (MnTC 2, 6B)</td>
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<td>Examines the work of Alfred Hitchcock, a film</td>
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<td>director known world-wide for his artistry with</td>
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<td>a camera, his craftsmanship with story structure</td>
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<td>and his ability to hold the audience in a state</td>
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<td>of edge-of-the-seat suspense. F(V), S(V)</td>
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