



3575 College Road • Harrisburg, Illinois 62946

Telephone: 618-252-5400

**Southeastern Illinois College
2018-2019 Accreditation Review Evidence Document**

Document Title: 2018-2019 Talon

Office of Origin: Student Affairs Office/Executive Dean for Student Services

Document Summary: A PDF copy of the 2018-2019 student handbook, The Talon

SOUTHEASTERN Illinois College

2018-2019

STUDENT HANDBOOK

This handbook belongs to:

Name _____

Address _____

City/State/Zip _____

Phone _____

E-mail _____



3575 College Road
Harrisburg, IL 62946
618-252-5400

www.sic.edu www.facebook.com/southeastern.illinois.college
www.twitter.com/SIC_EDU
www.instagram.com/southeasternillinoiscollege

Entry into campus grounds and buildings constitutes consent to be photographed or videorecorded for College purposes.

President's Welcome

Welcome to Southeastern Illinois College! This is an exciting time of career exploration, self-discovery and personal growth for you. SIC is here to provide you with the support you need to reach your education goals so that you can move on to a rewarding career. We know that you benefit from our “student-first” philosophy of accountability, accessibility and affordability, as well as our award- winning competitive teams and clubs.

As for accessibility, our instructors and staff can help guide you on the path you need to take. We make it easy for you to get an education because of our convenient scheduling. Many of our students reduce their number of trips to campus each week by taking hybrid and online courses and streamlining their schedules. Work with our staff to create a schedule that works for you.

Affordability is another great reason to come to SIC. As higher education costs skyrocket at other places, Southeastern has made a promise to keep tuition among the lowest in the state and region. Southeastern continues to remain one of the most affordable colleges throughout the Midwest, and university tuition can be up to five times our cost – not even counting room and board! You can literally save tens of thousands of dollars by attending Southeastern.

When it comes to accountability, our graduates outperform other students when they transfer, and our career and technical graduates receive high marks from employers. We have one of the best graduation rates among peers in the Midwest, and our students graduate at a rate twice as fast as most other places. You will also get to learn from some of the most qualified faculty you can find anywhere.

While you're here, we urge you to take advantage of our many student clubs, activities and competitive teams. Southeastern's clubs offer a variety of interests, opportunities to give back to the community, travel opportunities and tons of fun. SIC also has some of the top teams in the nation in speech, archery, and shooting, as well as one of the top teams in the state for Model Illinois Government and finalists in cosmetology competitions. This kind of award-winning success is due to our dedicated staff and talented students, just like you!

You've made a great choice with Southeastern, and we look forward to helping you succeed in your goals.

Jonah Rice, Ph.D., President
Southeastern Illinois College

TABLE OF CONTENTS

| | |
|--|----------------|
| Academic Advisement | 9 |
| Academic Policies. | 21 |
| Acceptable Use Policy | 34 |
| Affirmative Action | 41 |
| Bookstore | 9 |
| Bulletin Boards | 10 |
| Calendar..... | 5 |
| Campus Involvement..... | 18 |
| Campus Map |Last Page |
| Campus Resources & Services | 9 |
| Career Center | 10 |
| Carmi Center | 18 |
| Catalog | 11 |
| Cell phones | 37 |
| Child Study/ Child Care | 10 |
| Class Attendance | 22 |
| Class Cancellations | 11 |
| Competitive Teams | 18 |
| Archery | 18 |
| Athletics | 18 |
| Bowling | |
| Forensic Falcons | 18 |
| Model Illinois Government | 18 |
| Phi Beta Lambda | 19 |
| Shotgun Team | 19 |
| David L. Stanley White County Center | 18 |
| Directory | 7 |
| Disabilities Act | 42 |
| Disciplinary Grievances | 39 |
| Dining Services | 11 |
| Distance Learning | 11 |
| Drops/Withdrawals | 75 |
| Email - Falcon Mail | 12 |
| Emergency Conditions | 31 |
| Family Educational Rights & Privacy Act (FERPA) | 30 |
| Financial Aid Policies | 28 |
| Financial Assistance | 13 |
| Firearms and Weapons | 67 |
| Fitness Center | 15 |
| Grading System and Course Credits | 23 |
| Graduation | 25 |
| ID Cards. | 15 |
| Inclement Weather | 34 |
| Information Technology/Electronic Resources Policy | 34 |
| Instructor Conference Hours | 15 |
| Library | 15 |
| Mary Jo Oldham Center For Child Study | 10 |
| MySIC.edu | 12 |

| | |
|---|--------|
| Online Courses | 12 |
| Parking. | 70 |
| Parking Permit Form | 70 |
| Policies & Procedures | 21 |
| President's/Vice President's List | 26 |
| Refunds - withdrawal and/or no passing grades | 74 |
| Repeat Credit | 26 |
| Scholarships | 16 |
| Security..... | 16, 43 |
| Sexual Harassment | 47 |
| Smoking Regulations | 73 |
| Social Media Policy. | 73 |
| Standards of Conduct | 37 |
| Student Center | 16 |
| Student Organizations | 19 |
| The Art Club | 19 |
| Brothers and Sisters in Christ (B.A.S.I.C.) | 19 |
| Circle K | 19 |
| Computer Club | 19 |
| Cosmetology Club | 20 |
| Diesel Technology Club | 20 |
| Early Childhood Education Club | 20 |
| Education Club | 20 |
| Math & Science Club | 20 |
| Nursing Club | 20 |
| Phi Beta Lambda | 19 |
| Phi Theta Kappa..... | 19 |
| Strategic | 20 |
| Student Ambassadors | 21 |
| Student Government | 21 |
| Theta Sigma Phi | 21 |
| Student Success Center..... | 16 |
| Student Web Portal - MySIC | 12 |
| Students called to Active Duty | 76 |
| Text Messaging | 12 |
| Theatre | 18 |
| Traffic & Parking | 70 |
| Transcripts | 26 |
| TRIO/ Student Support Services | 17 |
| Tuition | 74 |
| Veterans' Benefits | 13 |
| Visual & Performing Arts Center, George T. Dennis | 18 |
| Theatre | 18 |
| Voter Registration | 18 |
| Weather Conditions | 34 |
| White County Center | 18 |
| Wireless Internet Access | 12 |
| Withdrawals ("WA" Grade) | 75 |

COLLEGE CALENDAR

Fall 2018

August 2.....New Student Orientation- 1 p.m.-3:30 p.m., PDR
 August 10.....Faculty/Staff Workshop
 August 13.....Fall Semester Begins
 August 24Last Day to Drop with a Full Refund
 August 24.....Last day to use Book Vouchers
 September 3.....Labor Day – College Closed
 September 11.....Patriot Day
 September 12.....Back to School Bash – 11:30 a.m.-1 p.m., Student Center/Lawn
 September 19.....Student Government Elections-9 a.m.-1 p.m.-B Hallway
 October 1First Day Students may Apply for 2017-18 FAFSA
 October 4.....PTK Blood Drive – 10 a.m.-3 p.m., Theatre Lobby
 October 5.....Mid-Term
 October 5.....Staff Development Day- Classes Dismissed at 11:30am
 October 7.....Cultural Art Series Coffee Concert-2 p.m., VPAC Lower Lobby
 October 8.....Columbus Day – College Closed
 October 12-13.....Young Frankenstein-7 p.m.- Theatre
 October 14.....Young Frankenstein 2 p.m.-Theatre
 October 14.....Art Reception-Janet Bixler Art Show-1p.m., VPAC Upper Lobby
 October 17.....Health Fair-9 a.m.-12 p.m.-Student Center
 October 17.....Blood Drive (Phi Theta Kappa)-10 a.m.-3 p.m., VPAC Lower Lobby
 October 22.....Spring Registration Begins
 October 23.....Illinois Regional College Fair – 9-11 a.m., Deaton Gym
 November 3.....Heritage Festival – 9 a.m.-4 p.m.
 November 4.....Heritage Festival – 10 a.m.-4 p.m.
 November 6.....General Election Day
 November 12.....Veterans Day – College Closed
 November 26.....Last Day to Withdraw from Classes
 November 21-23.....Thanksgiving Holiday – College Closed
 November 30-December 1...Narnia-7 p.m., Theatre
 December 2Narnia-2 p.m., Theatre
 December 1.....Breakfast with Santa-9 a.m.-11 a.m., Cafeteria
 December 2.....Art Reception-EMS Art Show-1 p.m., Upper Theatre Lobby
 December 6.....Christmas Choir Concert-2 p.m., VPAC Theatre Lobby
 December 12,13,14.....Semester Final Exams
 December 14End of Fall Semester
 December 21.....Offices Close at 4:30 p.m.
 December 24-31.....Winter Break – College Closed

Spring 2019

January 1.....New Year's Day - College Closed
January 2.....Offices Open at 8:00 am
January 4.....Faculty/Staff Development Day
January 7.....Instruction Begins
January 18.....Last Day to Drop with a Full Refund
January 18.....Last Day to use Book Vouchers
January 21.....Martin Luther King, Jr.'s Birthday – College Closed
January 27.....Cultural Arts Series Concert- 2 p.m., VPAC Theatre Lobby
February 8-9.....Boys Next Door – 7 p.m., Theatre
February 18.....President's Day – College Closed
February 24.....Art Reception-Senior Art Show- 2 p.m., Upper VPAC Lobby
February 28.....Scholarship Applications Due
March 4.....Mid-Term
March 10.....Regional High School Art Show-1 p.m., Upper VPAC Lobby
March 11-15.....Spring Break – College Closed
March 25.....Summer/Fall Registration Begins
April 2.....Illinois Primary Election Day
April 11.....Art Reception-MJOCCS Art Show-4p.m.-6p.m., Upper VPAC Lobby
April 19.....College Holiday
April 22.....Last Day to Withdraw from Classes
April 26-27.....Aida-7 p.m., Theatre
April 28.....Aida-2 p.m., Theatre
May 1.....Grill'n & Chill'n – 11:30 a.m.-1 p.m., Student Center
May 5Art Reception-SIC Student Portfolio Show- 1 p.m., Upper VPAC Lobby
May 5.....Community Choir/Concert Choir Concert-2 p.m., Theatre
May 7,8,9.....Finals
May 10.....Nurse Pinning Ceremony – 4 p.m.
May 10.....Commencement – 7 p.m. (Fall, Spring & Summer Grads), Deaton Gym
May 13.....Summer Office Hours begin MTWR 8 a.m.-4:30 p.m.

SUMMER 2019

May 27Memorial Day – College Closed
June 3.....Summer Semester Begins
June 7.....Last Day to Drop with a Full Refund
June 7.....Last Day to use Book Vouchers
June 27.....Mid-Term
July 4.....Independence Day – College Closed
July 18.....Last Day to Withdraw from Classes
July 25.....End of Summer Session
August 5.....Resume Regular Office Hours: MTWRF 8 a.m.-4:30 p.m.

DIRECTORY

618-252-5400 + ext.

We welcome and encourage students to meet and talk with our staff personally. Regular office hours are Monday-Friday, 8 a.m. to 4:30 p.m. Summer office hours are Monday-Thursday, 8:000 a.m. to 4:30 p.m.

Local: 618-252-5400

Toll-free: 866-338-2742

Fax: 618-252-3062

| Administrative Offices | Extension |
|---|------------------|
| Academic Affairs –Vice President’s Office | 2201 |
| Academic Services – Executive Dean’s Office | 2251 |
| Business Affairs –Executive Dean’s Office | 2510 |
| President’s Office | 2101 |
| Student Services– Executive Dean’s Office | 2401 |

| Department | Extension | Email |
|---|------------------|--|
| Academic Advising | 4130 | advising@sic.edu |
| ACT Testing | 2431 | act@sic.edu |
| Admissions | 4120 | registrar@sic.edu |
| Athletics | 2424 | athletics@sic.edu |
| Billing/ Payment Assistance | 2501 | payment@sic.edu |
| Bookstore | 2530 | bookstore@sic.edu |
| Box Office (Theatre) | 2486, 2487 | boxoffice@sic.edu |
| Cafeteria/ Catering – Falcon Point Bistro | 2540 | catering@sic.edu |
| Child Study Center (Mary Jo Oldham Center) | 3410 | childcare@sic.edu |
| Coal Mining Technology Office | 2360 | coalmining@sic.edu |
| Community Education | 2210, 2800 | community.ed@sic.edu |
| Cosmetology Clinic | 2213 | cosmetology@sic.edu |
| Disability Support Services (ADA Coordinator) | 2430 | ada@sic.edu |
| Distance Learning Office/Assistance | 2265 | online@sic.edu |
| Early College/ Dual Credit | 2245 | dualcredit@sic.edu |
| Enrollment Services Fax # | 618-252-3062 | |
| Facilities | 2572 | facilities@sic.edu |
| Financial Aid/ Scholarships | 4110 | fao@sic.edu |
| Fitness Center | 3205 | fitness@sic.edu |
| Foundation/ Scholarship Office | 2104 | scholarships@sic.edu |
| Graduation Information | 2453 | graduate@sic.edu |
| Human Resources | 2482 | humanresources@sic.edu |
| IT Technical Support | 151 | www.sic.edu/support |
| Job Placement Assistance | 2325 | jobs@sic.edu |
| Library | 2261 | library@sic.edu |
| Marketing Office | 2130 | marketing@sic.edu |
| Media Center | 3506, 2265 | media@sic.edu |
| Nursing and Allied Health Programs Office | 2331 | nursing@sic.edu |

| | | |
|--|--------------|--|
| Nursing & Allied Health Programs Admission Testing | 2442 | testing@sic.edu |
| Online Course Technical Support | 2265, 2124 | online@sic.edu |
| Recruitment | 2245, 2325 | recruiters@sic.edu |
| Registration | 4120 | registrar@sic.edu |
| Room Reservations | 2486 | reservations@sic.edu |
| Security | 2911 | security@sic.edu |
| Student Activities | 2486 | studentactivities@sic.edu |
| Student Success Center | 2383 | studentsuccesscenter@sic.edu |
| Student Worker Positions | 2452 | studentwork@sic.edu |
| Testing | 2442 | testing@sic.edu |
| | | |
| Theatre (George T. Dennis Visual & Performing Arts Center) | 2486 | theatre@sic.edu |
| Transcripts | 2453 | transcripts@sic.edu |
| Tutoring | 2383 | tutor@sic.edu |
| TRIO/Student Support Services Program | 2435 | trio@sic.edu |
| Tuition Payment | 2501 | payment@sic.edu |
| Veterans' Benefits | 2450 | veterans@sic.edu |
| | | |
| White County Center, Carmi (David L. Stanley Center) | 618-382-8869 | carmi@sic.edu |
| Workforce Investment Act (WIA) | 2383 | wia@sic.edu |
| Workforce & IL Small Business Dev. Center | 618-252-5001 | wsbdc@sic.edu |

For full personnel directory, visit www.sic.edu/directory

CAMPUS RESOURCES & SERVICES

ACADEMIC ADVISEMENT

E Building Lower Level 252-5400
advising@sic.edu

Tyler Billman
Veterans & International Advisor - ext. 2430

Jeremy Irlbeck
Academic Advisor & Athletic Specialist ext. 2424

Angie Dunk
TRIO Advisor - ext. 2433

Maggie Calcaterra
Academic Advisor & Transfer Specialist - ext. 2431

Regular Hours:

Monday - Friday 8 a.m. - 4:30 p.m.

Summer Hours:

Monday - Thursday 8 a.m. - 4:30 p.m.

The Academic Advisement Center assists new and continuing students with general college information, vocational, career and transfer advisement and registration. Call 252-5400 ext. 4130 to make an appointment. To see an Academic Advisor on a walk-in basis, please visit the Registration window at the Enrollment Services Desk.

ADMISSIONS

The Admissions Office, which is a part of Enrollment Services, assists students with being admitted to the college, enrolling in courses and changing their schedules. Admissions also processes anything related to name changes, establishing residency, inquiries about grades, including academic probation and suspension, the graduation application and student transcripts. To speak to a staff member, call 252-5400, ext. 4120 or stop by the E building, room 102.

Regular Hours:

Monday – Friday, 8 a.m. - 4:30 p.m. **Summer Hours:**

Monday – Thursday, 8 a.m. - 4:30 p.m.

BOOKSTORE

Room B123, Ext. 2530
Stacy Moore, Director of Auxiliary Services
252-5400 ext. 2535, bookstore@sic.edu www.sicbookstore.com

Regular Hours: Monday – Friday 8 a.m. - 4 p.m.

Summer Hours: Monday-Thursday 8 a.m.- 4 p.m. Extended hours during the first week of each semester.

The Southeastern Illinois College Bookstore carries new, used, and rental textbooks for all SIC classes. A variety of school supplies that are required in every major are kept in stock for your convenience. In addition, the SIC Bookstore also carries software, backpacks, gift items, and a large assortment of SIC apparel and souvenirs. Falcon Pointe Bistro meal cards, RIDES bus passes and SIC parking permits are also available. Books can be viewed and purchased online with a credit card at www.sicbookstore.com. Students may sell textbooks back to the bookstore during the last two weeks of every semester.

The Southeastern Illinois College Bookstore also includes a coffee bar and lounge area for students to study and relax between classes. The coffee bar serves Starbucks coffee, lattes, mocha, smoothies and more. Open during Bookstore hours.

BULLETIN BOARDS

Kellye Whitler,
Student Activities Coordinator
252-5400 ext. 2486, kellye.whitler@sic.edu

Bulletin boards are located throughout the College campus. Anyone wishing to post notices on these boards must secure approval from the Student Activities Coordinator or the Executive Dean for Student Services. Student Ambassadors will post approved material on the bulletin boards. Postings are not allowed on windows, doors or brick surfaces.

CAREER CENTER

E Building Lower Floor
Regular Hours: Monday-Friday 8 a.m.- 4:30 p.m.
Summer Hours: Monday – Thursday 8 a.m. - 4:30 p.m.

Academic Advisors assist with Career Services to provide:

- Planning for the career you want, which includes helping you choose a major, apply for scholarships and prepare transfer college applications with the help from academic advisors.
- A library of career-related publications, including resume building tools and transfer information on universities.
- Information about job fairs, workshops and other career-related events.

CHILD CARE - MARY JO OLDHAM CENTER FOR CHILD STUDY

Building D

Caroline McSparin, Coordinator
252-5400 ext. 3400,
Carolyn.mcsparin@sic.edu

Regular Hours:

Monday – Friday 6:30 a.m. – 6 p.m.

Summer Hours:

Monday – Friday 6:30 a.m. – 6 p.m.

The Mary Jo Oldham Center for Child Study offers all-day and part-day care for children age 15 weeks through 6 years of age. The Center provides qualified staff, nutritious breakfast, lunch and snack, planned programs, and an attractive environment. Third party payments are welcomed.

COLLEGE CATALOG

www.sic.edu/catalog

Each student should acquire a current copy of the official College Catalog, which outlines all College policies, procedures and degree requirements. It is each student's responsibility to know policies and requirements. Catalogs are available in the Enrollment Services Office. The most current College Catalog is available on the College website at www.sic.edu/catalog.

CLASS CANCELLATIONS

In the event that an ongoing class must be cancelled due to instructor illness, etc., call 618-252-5400, select option 2, and listen to the announcement. Students may also be notified via their student email accounts or by text alerts (txtSIC). Class cancellation notifications will also be listed on the SIC homepage under Class Notices.

COSMETOLOGY – FALCON SALON AND DAY SPA

Southeastern's comprehensive Cosmetology and Nail Technology Programs offer a full range of salon and spa services to students and the general public. Cosmetology students provide cuts, perms, highlights, lowlights, and permanent hair color. Nail Technology students offer spa manicures, pedicures, and full sets of acrylic nails. All work is exclusively done by students under the supervision of highly qualified instructors.

See www.sic.edu/salonandspa for hours of operation and current pricing. Call 618-252-5400 ext. 2213 to make an appointment.

DINING SERVICES - FALCON POINTE BISTRO

The Falcon Pointe Bistro is open 7:30 a.m. – 2:00 p.m., during fall and spring semesters, with limited hours during the summer. The menu includes breakfast, sandwiches, salad bar, pizza, hot meal specials, nachos and more. Special occasion catering is available. Please contact catering@sic.edu or (618) 252-5400 ext. 2540.

DISTANCE LEARNING

Online Learning and Educational
Technology, Room A 124

Karla Lewis
Coordinator of Online Learning and
Educational Technology
karla.lewis@sic.edu 252-5400 ext. 2265

Debbie Suh
Educational Technology Specialist
debbie.suh@sic.edu
252-5400 ext. 2124

Randy Daniels Media Technician
randy.daniels@sic.edu 252-
5400 ext. 3506

Regular Hours:

Monday – Friday, 8:00 a.m.- 4:30 p.m.

Summer Hours:

Monday – Thursday
8:00 a.m. – 4:30 p.m.

Online Courses and Degrees

There are a large number of courses and some Associate degrees at Southeastern that are offered online. An online class involves taking a course via a computer. Online courses do not require fixed-schedule visits to the campus. Instead, regularly scheduled classroom sessions are replaced by activities completed and managed online. Both students and instructors communicate using their computers.

The syllabus, assignments, class lectures, discussions, quizzes/exams, and other course materials are provided on the computer. However, most online classes do require the purchase of a textbook, just as face-to-face classes do. There are typically deadlines for completing assignments and tests, but not scheduled times to take them. However, science labs and speeches require time on campus to complete lab work.

Students who wish to take online classes must have access to a reliable computer with a dependable Internet connection. A computer at home will give the student the most flexibility. However, there are various computer labs on the SIC campus which can be used to complete online coursework. A number of orientation sessions are offered at the beginning of each semester for those who are new to online learning. For more information on orientation sessions, visit www.sic.edu/oso. For technical issues with your online class, you may email at online@sic.edu or call 252-5400, ext. 2124 or ext. 2265. Students may also come to Media Services - A124 for personal assistance.

EMAIL AND STUDENT TECHNOLOGY SERVICES

ACCOUNT SETUP

Students can activate their online student services accounts using the Setup Instructions located at www.sic.edu/setup.

HELP DESK

If you need technical assistance with your accounts, submit a support request using the Support link at the top of SIC homepage near the Search bar –choose Student Support option. EMAIL - FALCON MAIL

Falcon Mail is an SIC provided email account for students. Every student is assigned a Falcon Mail account, but you must activate it. Your Falcon Mail account is used by your instructors and other college officials to notify you of assignments, important dates, events, and information. Critical dates such as registration, tuition due dates, class drop deadlines, book buyback periods, financial aid information, and graduation deadlines will be sent to your account. Access your Falcon Mail using the links at the top of the SIC homepage at: www.sic.edu.

MySIC STUDENT PORTAL

MySIC provides students access to your online classes and service functions. Some of the features of MySIC are listed below:

Access your online classes

- Register for classes
- Print your class schedule
- View your financial aid and account information
- Sign up for a payment plan
- Get your final grades
- Print an unofficial transcript

Access MySIC using the links at the top of the SIC homepage at: www.sic.edu.

TEXT NOTIFICATIONS - txtSIC

TxtSIC is an opt-in text messaging service to notify students of campus closures for weather and other emergencies. Additionally, students may choose to receive text alerts for instructor class cancellations. While there is no charge for this service, there may be a per text message charge from your cell phone provider. For additional information please visit www.sic.edu/txtsic.

WIRELESS INTERNET ACCESS

Wireless access is available in the interior of all campus buildings. The SICopen wireless network is for students, faculty, and staff on their personal devices. SICFalcon is an internal wireless network for faculty and staff use on SIC owned devices.

FREE MICROSOFT OFFICE

Enrolled students have free access to Microsoft Office on up to five devices as part through the Falcon Mail suite of services. One Drive for storage and other free applications are provided.

FINANCIAL ASSISTANCE

E Building Lower Level fao@sic.edu
252-5400 ext. 4110

Regular Hours:

Monday - Friday 8:00 a.m. - 4:30 p.m.

Summer Hours:

Monday - Thursday 8:00 a.m. - 4:30

How To Apply For Financial Aid

Students who seek federal, state, or institutional assistance should apply for assistance using the Free Application for Federal Student Aid (FAFSA). Completing the FAFSA:

- Determine your dependency status. Students who are over the age of 24, married, have a child or dependent, have veteran status or actively serving in the U.S. military, have been in legal guardianship, or have been deemed homeless do not have to report parent information on the FAFSA. Simply not living with your parents does not make you independent.
- Gather your and your parents' (if applicable) 2016 income and tax information. Students are strongly encouraged to use the IRS Data Retrieval Tool to import their and/or parents' (if applicable) 2016 tax information.
- Apply for an FSA ID at fsaid.ed.gov for you and your parent (if applicable).
- Go to the official FAFSA website at www.fafsa.ed.gov to apply for federal and state grants. Be sure to use SIC's federal school code, 001757.
- Submit your application.

Once you submit the application, the U.S. Department of Education system will process your application and submit to the schools with the federal school code(s) the student listed on the FAFSA within two to three days. After the school receives a student's FAFSA, the Financial Aid Office will evaluate and determine if and what financial aid assistance the student is eligible to receive. It is common for the Financial Aid Office to request more information from students/parents in order to clarify information submitted on the FAFSA. To expedite this process, students with access should continually check their

SIC email and log onto their MySIC portal, and look under the financial aid documents section. If you need assistance with completing the application or feel that you may qualify for a special circumstance, please contact our office. Appointments are not required but appreciated to provide optimal service.

Veterans' Education Benefits

Southeastern Illinois College maintains a certifying official in the financial aid office to assist veterans and their dependents with educational benefits. Those who feel they may be eligible should contact the Financial Aid Office.

Common veteran educational programs at Southeastern include the following:

- Illinois Veterans Grant (IVG)
- Illinois National Guard Grant (ING)
- Dependents' Educational Assistance Program (DEA)
- Montgomery GI Bill for Active Duty and Selective Reserve

- Post 9/11 GI Bill
- Vocational Rehabilitation

More information regarding veterans' education benefits is available at www.benefits.va.gov/gibill

Types Of Financial Aid Available

| Program | Type of Aid | Program Detail | Annual Amount |
|--|---|---|---|
| Federal Pell Grant | Grant: does not have to be repaid | Available almost exclusively to undergraduates; student may receive up to 2 consecutive maximum awards in a year if attending school year-round. | Up to \$6,095 |
| Federal Supplemental Educational Opportunity Grant (FSEOG) | Grant: does not have to be repaid | For undergraduates with exceptional financial need; Federal Pell Grant recipients take priority; funds depend on availability at school. | \$100-\$4,000 |
| Iraq and Afghanistan Service Grant | Grant: does not have to be repaid | For students who are not Pell-eligible; whose parent or guardian died as a result of military service in Iraq or Afghanistan after 9/11/01; and who, at the time of the parent's or guardian's death, were less than 24 years old or were enrolled at least part-time at an institution of higher education. | Same as Pell maximum; payment adjusted for less than- full-time study |
| Federal Work-Study | Money earned while attending school; does not have to be repaid | For undergraduate and graduate students; jobs can be on campus or off campus; students are paid at least federal minimum wage. | No annual minimum or maximum amounts |
| Illinois Monetary Award Program (MAP) | Grant: does not have to be repaid | Eligibility for a MAP grant is tracked by the equivalent number of semester credit hours of MAP benefits paid on your behalf. This is called MAP Paid Credit Hours. Payment for each term is made according to the equivalent number of credit hours eligible for MAP payment, with a minimum of 3 and a maximum of 15 MAP Paid Credit Hours. | Up to \$1,664 |

Southeastern Illinois College Program Scholarships

The college offers an extensive list of academic-based, performance-based, athletic-based, and private scholarships to area students. Common scholarships offered include the following:

- Art
- Theatre
- Welding and Diesel
- Nursing, Allied Health, Cosmetology

- Music
- Business Management and Education
- Speech
- Athletic

Numerous privately sponsored scholarships are provided by the SIC Foundation and its donors. Additional scholarship information along with the application can be found on the financial assistance section of the SIC website or at www.sic.edu/scholarships.

C. HARRY BRAMLET FITNESS CENTER

The C. Harry Bramlet Fitness Center is an aerobic super-circuit facility located on the 2nd floor in Deaton Gymnasium (C Building). The super-circuit combines aerobics with resistance exercises. In order to use the Fitness Center, you must register for a physical education class. Veterans may use the facilities at no cost. Contact the Fitness Center at 252-5400, ext. 3452 for further information about the Center or contact the Enrollment Services Office at 252-5400, ext. 4130 to register for the class. Hours are posted outside the Center.

ID CARDS

All students are required to obtain an ID card. Photo IDs are available at the circulation desk in the Melba Patton Library, A Building, Room 126A. A copy of your schedule is required.

INSTRUCTOR CONFERENCE HOURS

A staff directory with office locations is located on the College's website on the Human Resources page. Fulltime faculty members schedule at least five hours per week for student conferences. These hours are available in the Office of Academic Affairs and on the door of each instructor's office. All students are encouraged to use these available office hours to meet with instructors as needed.

LIBRARY - Melba A. Patton Library

A Building
www.sic.edu/library

Gary Jones, Librarian
 252-5400 ext. 2260
gary.jones@sic.edu

Rhonda Smith, Library Paraprofessional
 252-5400 ext. 2261

Fall & Spring Semester Hours:

Monday - Thursday 8:00 a.m. – 6:00 p.m.

Friday 8:00 a.m. - 4:30 p.m.

Closed on Saturday & Sunday.

Summer Semester Hours:

Monday - Thursday 8:00 a.m. – 4:30 p.m.

Closed Friday, Saturday and Sunday.

The Melba Patton Library supports the curriculum by offering over 95,000 print and non-print items, along with access to a variety of electronic data- bases consisting of over 18,000 full text journals, 25,000 downloadable

eBooks, and 3,900 downloadable audio books. The Library is a member of I-Share, which includes the collections of 82 member libraries. The I-Share database contains over 11.5 million unique bibliographic records and more than 36 million item records.

Library cards and ID cards may be obtained by all students free of charge at the circulation desk. Cards are valid as long as you reside in Southeastern's district. The library staff assists students with research, both online and in print. The library also provides open access computers, printing, wireless laptops, and study rooms. Visit the library webpage at <https://sic.edu/library>

SECURITY

The Security Office is located in Room A 152B. To contact Campus Security call 252-5400, ext. 2911, 618-9264986 (day), or 618-926-5403 (evening). Campus security officers regularly patrol the campus, parking lots, and roadways. The Campus Security Office is also the location for lost and found objects.

STARFISH RETENTION SYSTEM

Southeastern utilizes Starfish Early Alert, an early identification and intervention system designed to enable academic success, retention, and graduation. When academic indicators suggest a student may be experiencing difficulties that may negatively impact academic success, an instructor may raise an alert or referral flag that:

1. Notifies the student of the concern through an email to the student's Falcon Mail account.
2. Requests an Academic Advisor contact the student to discuss and follow-up on the issue.
3. Encourages student to discuss the matter with the instructor.

If you receive an email notification of an early alert or referral in any of your courses, you are encouraged to contact the instructor as soon as possible to discuss the issue. The purpose of the discussion is to determine the severity of the issue, accurately assess its potential impact on your academic success, and to plan and put into action steps to prevent negative consequences and enable academic success. For more information about the Early Alert system, contact the Office of the Executive Dean for Student Services at extension 2401.

STUDENT CENTER – HARRY L. CRISP CONFERENCE CENTER (STUDENT CENTER & PRIVATE DINING ROOM)

Food service, beverage and snack machines are located here. Breakfast and lunch will be served Monday through Friday in the Falcon Point Bistro when classes are in session and a limited menu is available Monday -Thursday during summer session.

Regulations:

- Gambling is not permitted at any time.
- Students responsible for spilling drinks in the cafeteria need to make sure a custodian is contacted immediately.
- Furniture cannot rearranged except during cleaning.
- Tables should be used only for their intended purpose.

Students in violation of the listed regulations are subject to disciplinary action up to and including temporary or permanent suspension, as stated in the Standards of Conduct.

STUDENT SUCCESS CENTER

Cathie Mieldezis, Student Success Center & Testing Coordinator
252-5400 ext. 2383
cathie.mieldezis@sic.edu

Tutoring, placement testing, alternative testing, and special help are available in the Student Success Center. Open access computers are available. The Center tries to accommodate walk-in placement testing. However, due to some testing requirements and staffing, students are encouraged to make appointments for placement and make-up tests. Tests administered in the Testing Center are: Accuplacer placement test, HOAE (Health Occupations Aptitude Exam), Work Keys (Teacher's Aide), CLEP (College- Level Evaluation Program), Illinois/United States Constitution, TEAS (Nurse Entrance Test) for LPN (Licensed Practical Nurse) and ADN (Associate's Degree in Nursing), CNA (Certified Nurse Assistant) testing and ISP(Illinois State Police Applicant Testing).

STUDENT SUPPORT SERVICES - TRIO

Lolita L. Mack, TRIO/SSS Program Director
252-5400 ext. 2432 lolita.mack@sic.edu

Angie Dunk
Program Counselor 252-5400-
2433 angie.dunk@sic.edu
Anita Lowery, TRIO/SSS Education/
Technology
Coordinator 252-5400
ext. 2473
anita.lowery@sic.edu

The Student Support Services (SSS) program provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students towards the successful completion of their post-secondary education.

The Students may be eligible for the Student Support Services Program under the following criteria:

1. First-generation college student (neither parent has a bachelor's degree); and/or
2. Low-income (based on federal income guidelines); and/or
3. Student with disabilities (verification required through SIC ADA office);
4. U.S. citizen and/or legal/permanent resident.

SSS Program Services

- Tutoring services: Student Success Center and online
- Academic and personal counseling
- Advice and assistance in post-secondary course selection
- Basic skills courses-reading, writing, math, study skills
- EMP 112, student skills development
- EMP 114, job/life skills development-financial literacy
- Career Counseling Center
- SSS computer lab & printing
- Traditional and online workshops
- Assistance in applying for admission to and obtaining financial aid for enrollment in a four-year program
- Field trips to area universities
- Cultural enrichment trips/activities
- Free tickets to on-campus shows & theater presentations
- Supplemental financial assistance to qualifying students
- Peer and faculty mentors
- Assistance with information on the full range of student financial aid programs, benefits and resources, both public and private
- Assistance in completing financial aid applications
- Education and counseling services designed to improve the financial and economic literacy of our students

THEATRE - GEORGE T. DENNIS VISUAL & PERFORMING ARTS CENTER (VPAC)

The George T. Dennis Visual & Performing Art Center (VPAC), located in F building, is named in honor of longtime humanities instructor George T. Dennis. The Center serves as the artistic home of the Department of Theatre and features a wide variety of productions ranging from traditional drama to children's theatre and Broadway musicals. This state-of-the-art facility offers theatre participants a unique opportunity to experience all aspects of theatre first-hand. For VPAC information call 618-252-5400 ext. 2486 or 2487.

VOTER REGISTRATION

Mail-in voter registration applications are available at the College front desk located on the lower level of E building (E 102) and may be picked up by students at their convenience. Voter registration applications must be mailed or delivered 28 days prior to the next election to the County Clerk's Office in the student's county of permanent residence.

WHITE COUNTY CENTER – DAVID L. STANLEY CENTER

1700 College Avenue, Carmi, Illinois 62821

Holly Healy, Director
Phone: 618-382-8869
Fax: 618-382-5412

Southeastern's extension center in Carmi offers baccalaureate, vocational, general studies, and community education.

The David L. Stanley White County Center is a receiving as well as broadcasting site for distance learning classes. A computer lab is also available. A complete range of services, including registration and placement testing, are offered to assist students. Regular hours of operation for the David L. Stanley White County Center are Monday through Thursday, 9 a.m. – 4 p.m.

CAMPUS INVOLVEMENT

COMPETITIVE TEAMS

Archery

The co-ed archery team competes in outdoor 3D archery. Southeastern is a member of the U.S. Collegiate Archery Association (USCA), the governing body of intercollegiate archery competition.

Athletics

Southeastern is a member of the National Junior College Athletic Association and the Great Rivers Athletic Conference. As a member of the conference, Southeastern competes with member teams in men's and women's basketball, baseball and softball.

Forensic Falcons

Forensic Falcons compete nationally in public speaking, oral interpretation and reader's theatre. Although high school forensic experience helps, Southeastern coaches work closely with novice competitors.

Model Illinois Government

Each spring, students from Southeastern join over 300 students from 19 colleges across the state to participate in the Model Illinois Government Simulation (MIG). The simulation is structured for a legislative simulation as well as a moot court competition in the actual House and Senate

chambers in your State's Capital in Springfield. Students choose various simulation roles including: legislator, lobbyist, journalist, attorney, judge, and numerous positions of party, committee and chamber leadership.

Phi Beta Lambda

The Mission of Phi Beta Lambda is to bring business and education together in a positive working relationship through innovative leadership and career development programs. Member benefits:

- Leadership and training
- Conference & Competitive Events
- Scholarship Opportunities
- Networking
- Apply what you learn through business-related activities
- Field Trips

Phi Theta Kappa

Phi Theta Kappa, the community college equivalent to Phi Beta Kappa, is the national honorary scholastic fraternity for community colleges. Mu Psi is the Southeastern chapter. Academic excellence is the primary hallmark of Phi Theta Kappa. Membership is extended by invitation only and students must meet several enrollment and academic requirements. Members compete in the annual Hallmark Competition.

Shotgun Team

The team is comprised of members shooting six disciplines consisting of International Trap, International Skeet, Five Stand and Sporting Clays

STUDENT ORGANIZATIONS

Kellye Whitler, Student Activities Coordinator
252-5400 ext. 2486, kellye.whitler@sic.edu

The Art Club

The Art Club promotes the visual arts on campus and in the community. Students do not have to be enrolled in art courses and membership is open to any student with an interest in the visual arts. Activities include participation in seminars and special events, gallery and museum visits, organizing events and workshops, and community service.

Brothers and Sisters in Christ (B.A.S.I.C)

B.A.S.I.C. is a religious organization affiliated with BCM/B.A.S.I.C. Campus Student Groups all over the United States in response to providing Christian fellowship and growth for college students. All students are invited to attend. Membership is based on participation in the organization. Everyone is welcome.

Circle K

Circle K is a college-level service organization sponsored by Kiwanis International. Circle K provides students with opportunities to participate in organized volunteer activities, providing needed service to individuals, families, agencies, and communities. The club also works with the local Kiwanis club on joint service projects, where students can interact with professionals in the community. Results of joining together to perform service in a club include fellowship and the opportunity to develop leadership skills. There are clubs on more than 550 college and university campuses worldwide, with more than 13,000 student members. Interested students should contact 618-252-5400 ext.2486 or 2232.

Computer Club

The SIC Computer Club is an organization intended to promote the educational and recreational use of computers and related devices amongst interested SIC students. The club meets several times each month to build projects and discuss topics of interest to its participants. Members also get together from time to time for LAN gaming like Call of Duty 4, League of Legends, Team Fortress 2, and many other games. Search SIC Information Technology Program & Computer Club on Facebook.

Cosmetology Club

Members participate in activities and special events including hair show conferences and other professional development activities within the Cosmetology industry. Membership is open to students enrolled in the Cosmetology program.

Diesel Technology Club

The Diesel Technology Club was established to provide extra-curricular activities related to diesel/auto mechanics for those students enrolled in diesel technology. The club is a sound organization of student diesel technicians coming together as a working team to establish career-oriented goals and promote quality work, while learning from one another through leadership. The club sponsors several fund-raising activities. Members also participate in special events and annual field trips.

Early Childhood Education Student Club

The SIC Student Group is a chapter of the National Association for the Education of Young Children (NAEYC) and a local affiliate of the Southern Illinois Association for the Education of Young Children (SIAEYC). Students have opportunities to attend professional events, network with other ECE majors, participate in on and off campus educational and social activities. Students gain skills in program planning, outreach, implementation and evaluation, as well as confidence in themselves as leaders. Students may engage with others in the Student Interest Forum at www.naeyc.org – to share ideas with other student groups around the country. This club is open to all Early Childhood Education majors.

Education Club – Future Teachers

The Illinois Education Association Student Program is a pre-professional organization of undergraduate and graduate students preparing for careers in education. As a member of the IEA Student Program, students are also a part of the larger Illinois Education Association, an educational professional organization representing over 130,000 members in the state. IEA Student Program members are also part of the National Education Association, a network of state associations that has over two million members and is a major force in shaping the nation's education agenda. Students have opportunities to attend state conferences, network with other Education majors, participate in on and off campus educational and social activities. This club is open to Early Childhood, Elementary, Secondary and Special Education majors.

Math & Science Club

The Math and Science Club provides students with opportunities to learn outside of the classroom. To promote and develop sound scholarship, members are expected to demonstrate academic integrity and maintain good academic standing in all coursework. The club promotes the enjoyment of life, physical and mathematical sciences, while emphasizing social camaraderie between members. Members are required to participate in community service activities, social activities, and fundraising activities in order to be eligible to participate in educational field trips each year. Participation in the annual trip is not a requirement to be a member of the club. Membership is open to students pursuing math, science, engineering, and pre-professional majors. Others who are genuinely interested in math and/or science may join with the permission of the club sponsors. Membership is restricted to a maximum of three years.

Nursing Club

The Nursing Club, sponsored by the Division of Nursing and Allied Health, is open to all nursing students. Students learn how to be professionally and socially active in the community. Members participate in a variety of community service and fundraising activities. The club's mission is to promote and expand visibility and growth of the nursing profession, as well as to promote high personal standards among nursing students. Leadership and fellowship are also encouraged while cultivating, promoting, and sustaining the art and science of nursing. Visit our Facebook page: Southeastern Illinois College Nursing Program.

StrategIC

StrategIC is an organization of Southeastern Illinois College focused on strategic board, card and miniature games such as Settlers of Catan, Dominion, Legendary and many others. Students and community members are welcome. StrategIC normally meets the first Monday evening of each month at 6 PM in room G120. Search StrategIC on Facebook.

Student Ambassadors

Student Ambassadors act as liaisons between the College, the community, and prospective and current students. Ten Student Ambassador Scholarships are allocated yearly, with the objective of awarding at least one from each high school in the college district. Ambassadors give campus tours, help host a variety of on-campus events and participate in numerous community events.

Student Government

The Southeastern Illinois College Student Government is the only recognized representative body for the student community. It has a number of different functions from helping fund many student-run organizations, to addressing student issues and concerns, to proposing resolutions that bring about change in the academic and social life of our campus. The student body elects members of the Student Government. Students interested in serving must complete a petition with one faculty and 25 student signatures. Meetings are held twice each month and are open to anyone interested.

Theta Sigma Phi

Students are welcome to participate in theatre productions regardless of major. Any Southeastern Illinois College student with an interest in theatre is eligible to join the Theta Sigma Phi Cast of Delta Psi Omega. The purpose of this club is to prepare students for their participation in theatre activities -- as a member of the cast, crew or audience -- as well as expand their theatre knowledge by taking field trips to see professional productions and "Learning on Location" opportunities in Chicago and New York.

POLICIES & PROCEDURES

Students should refer to Southeastern's website (www.sic.edu/policies) for the official policies due to the fact that policies may be revised or new policies added at any time by action of the Board of Trustees. Any revisions or additions will be posted on the web as of their effective date.

ACADEMIC POLICIES

ACADEMIC AMNESTY

Southeastern has an amnesty policy for students who need a second chance to pursue their academic goals. See the college catalog or the website at www.sic.edu/policies for details.

ACADEMIC GRIEVANCE

The Academic Grievance Procedure is established for student grievances relating to grades. In matters relating to grades, the instructor's judgment is normally deemed final and conclusive. For instance, an instructor's judgment that a grade should be a "B" and not an "A" is final and binding, and will not be reviewed by grievance procedures. Students may not appeal the professional judgment exercised by an instructor in assigning a grade except under the following circumstances:

Academic Grievance Procedure

Students may initiate an appeal if the student believes that one or more of the following has occurred:

- Inconsistent grading standards were used to grade students of the same class.
- The instructor altered the grading procedure as defined in the course outline without advising the class of the change.
- The instructor deviated from his/her established grading policy.
- A student's assignment is graded and an instructor does not provide an explanation of the method for determining the grade.
- A final grade is lowered because a student missed an examination for a College function and was not permitted to make up the exam.
- The student's grade was improperly computed.

- The instructor alleges that a student has been involved in academic dishonesty, plagiarism, or willful falsification of educational data that is represented as scholarly research.

A student may initiate the Academic Grievance process by:

- Step 1: Within 15 calendar days of the official end of the term, the student may request a meeting with the instructor to discuss a course grade. Instructor shall meet with student within 7 calendar days to discuss the grade.
- Step 2: If a student is dissatisfied with instructor's response, he/she may appeal to the appropriate division chairperson in writing within 15 calendar days of the meeting with his/her instructor and must clearly identify and explain the basis for the appeal. The division chairperson will render a written decision within 10 calendar days of the appeal. If the division chairperson is the faculty member involved, then the student may appeal to the appropriate dean/vice president.

ACADEMIC PROBATION

Students enrolled at Southeastern Illinois College are required to maintain satisfactory academic progress. Satisfactory academic process is measured in terms of grades earned. Students not making satisfactory progress will be placed on academic probation if after completing six or more credit hours, they fail to achieve the following minimum cumulative grade point average:

| Graded Semester Hours | 0 - 16 | 17 - 32 | 33-47 | 48+ |
|---|--------|---------|-------|------|
| Minimum cumulative GPA Required for Good Standing | 1.60 | 1.70 | 1.85 | 2.00 |

To be taken off probation, students must meet the minimum cumulative grade point average for good standing at the end of the probationary semester. Students will remain on probation when they do not meet the cumulative grade point average at the end of the probationary semester, but do attain a 2.1 semester grade point average. In each successive semester that the grade point average for that semester is 2.0 or greater, students will continue on academic probation until they meet the minimum cumulative grade point average for good standing. If their semester grade point average falls below 2.0, they are subject to academic suspension. Some programs have academic progress standards that are higher than the institutional standards. In such cases, the program standards take precedence. A student who is on probation may not enroll in more than 12 credit hours without the written approval of the Executive Dean of Student Services.

ACADEMIC SUSPENSION

Students who, during their probationary semester, do not raise their cumulative grade point average to the minimum requirement or attain a 2.0 semester grade point average will be placed on academic suspension. Academic suspension will result in the involuntary separation of the student from the institution for a period of one 16-week semester. While on academic suspension, students may enroll in noncredit, adult/continuing education courses. The Registrar must clear students who petition to re-enroll after being placed on academic suspension. They then will be placed on academic probation and will follow the guidelines as stated above. Students transferring to Southeastern Illinois College from another college or university will be admitted in good standing without regard for their past academic status. Some programs have academic progress standards that are higher than the institutional standards. In such cases, the program standards take precedence. A student dismissed from a program for failing to meet that program's standards may still remain a student at Southeastern if he/she continues to meet the general academic progress standards. Students may appeal their academic status by submitting a written appeal and supporting documentation to the Registrar.

CLASS ATTENDANCE

Students are expected to attend and participate in all class and laboratory sessions. Those students who are summoned for jury duty, subpoenaed as a witness, or who are participating in college-sanctioned activities are

excused from class(es) during those events with proper documentation. It is the student's responsibility to contact the instructor(s) in advance of any planned absence, and to make arrangements for assignments and make-up testing. Individual class attendance policies may still apply in regard to the make-up of any in-class work or activities during the excused absence for jury duty, subpoenaed as a witness, or participation in college sanctioned activities; however, there will be no punitive impact on students' grades. Students who have extensive absences due to illnesses or other emergencies should notify their instructors as soon as possible. Documentation may be required by instructors for re-admittance into class.

It is also the student's responsibility to:

- Arrive to class on time and remain in class until dismissed.
- Come to class prepared.
- Participate in classroom activities.
- Complete all assignments.

GRADING SYSTEM AND COURSE CREDITS

Accessing Grades

Grades are available online and can be accessed through MySIC. Grades are posted throughout the semester as classes end. Students may print grades for each semester of attendance.

Computing Grade Point Average

To compute the grade point average the student should:

1. Determine the numerical equivalent for the letter grade of each course (A equals 4, B equals 3, etc.)
2. Multiply the numerical grade for each course by semester hours for each course. Add the number or points for all classes.
3. Divide the total points by the total number of semester hours in which the student is enrolled.

In computing grade point averages, the student should remember that the grade "W" carries no weight.

Credit Hours

Course credits are recorded in semester credit hours. The number of semester hours of credit in each course is shown in the course description in the College Catalog. A normal student load is fifteen (15) semester hours per semester. However, a full-time student may take between twelve (12) and nineteen (19) hours per semester. A student enrolled in eleven (11) semester hours is considered part-time. A student wishing to take more than nineteen (19) hours per semester may do so only with permission of the Executive Dean of Student Services.

Grading System

An alphabetical grading system is used in Associate Degree and most certificate courses at Southeastern Illinois College. The meaning of each letter grade is indicated:

| | |
|-----------------------------|---|
| A - Outstanding (4 points) | E - Failure |
| B - Very Good (3 points) | P - Pass |
| C - Satisfactory (2 points) | S - Satisfactory D - Passing, but below average (1 point) |
| | RC - Recycle |

Other abbreviations often assigned to course work:

AU - Audit

I - Incomplete

WA - Administrative Withdrawal, including unofficial withdrawals by instructors for lack of attendance

W - Official withdrawal

PR - Proficiency, credit only, no grade given

R - Course was repeated. The course with the lowest grade is marked with an “R” grade.

@ - Identifies developmental courses, not calculated into GPA through Fall 1996 Semester. As of Spring 1996, developmental course grades are calculated into the GPA and not marked.

Incomplete Grade

An incomplete grade may be requested by a student and may be given by an instructor only if a minimum of 75 percent of all semester class work, especially where laboratory or shop work is involved, has been satisfactorily completed in the judgment of the instructor, whose decision is final. Examples of such missing work include a test or final examination, a paper, or term project that might be completed without further class attendance.

The following conditions apply: • An “I” may not be assigned at midterm.

- In requesting an “I” grade, the student automatically waives the right to request to receive a “W” grade at a later date.
- Incomplete academic work must be completed during the first 16-week semester following the initial awarding of the “I” grade. The student may NOT re-enroll in the course during this period of time and it is the student’s responsibility to arrange with the instructor for completion of unfinished work.
- If the unfinished work is not completed during the next 16-week semester, the “I” will become final and will remain permanently on the record. In the event that the “I” becomes “permanent,” a student may receive credit for the course only by re-enrolling in the course (at full tuition payment), and by fulfilling all course requirements.

“WA” Grade

A “WA” grade signifies an unofficial withdrawal from class and includes unofficial withdrawals by instructors for lack of attendance, or lack of participation in an online class.

The following conditions apply:

- “WA” grades may be assigned at the time students have missed the equivalent of one week of class meetings based on the instructor’s records OR who are excessively absent as defined by the course syllabus. In such cases where a course and/or specific program defines excessive absence in its course syllabus and/or program handbook more stringently than the equivalent of one week of class meetings, then those definitions take priority and will be used to determine when a “WA” grade may be issued. A “WA” grade may be assigned to a student in an online class when the student has not participated in the online class for the equivalent of one week of the class in a full sixteen-week semester, as indicated by course activity reports. For classes that meet less than the full semester, the non-participation time for a “WA” will be pro-rated based on the length of the class. Logging into the course is not sufficient to be considered participation. Participation is an active process and may include: posting/sending assignments to the drop box or instructor’s email, participating in online discussion boards, taking quizzes or exams, or otherwise communicating and/or participating in some manner that is approved by the instructor.
- The “WA” grade is non-punitive for SIC grade point average calculations. However, other colleges and universities may calculate it in a punitive or other manner upon transfer, which is their prerogative. Students should also be aware that “WA” grades count as attempted hours for the purposes of financial aid satisfactory academic progress.

- Instructors will file a “WA” drop form for students being assigned the “WA” grade. The “WA” grade may also be issued as a midterm grade, to indicate nonattendance/nonparticipation. The effective date will be the date of entry into the computer, except when the grade is submitted on a midterm grade sheet, in which case the date entered will be the midterm date of the class.
- Tuition refunds for students issued WA grades will be consistent with the current tuition refund policy.
- If an instructor should accept a student back into class after assigning a “WA” grade, the instructor must sign an add form authorizing Enrollment Services to re-register the student in the class. The student must submit this form to the Enrollment Services Office for processing in order to officially be enrolled in the class again. Students who claim illness as the cause for excessive absences may be required to present appropriate medical documentation before being readmitted to class.
- “WA” grades may not be issued after the last day to drop for a semester and are not to be issued as final grades.
- A student wishing to challenge the “WA” grade will have due process. Such students should obtain an appeal form from the Enrollment Services Office. Upon completion, the appeal should be submitted to the Executive Dean of Student Services for review.
- The “WA” grade may be used to administratively withdraw students as deemed necessary by the Executive Dean of Student Services, the Executive Dean of Academic Services, the Associate Dean of Workforce and Community Education, or the Vice President for Academic Affairs.

Pass-fail

A pass-fail (P/E) grading system is an option available to students pursuing an Associate’s Degree. The conditions are as follows:

- A student must be in good academic standing to elect pass fail (P/E) option. This includes first semester students.
- A student will be allowed a maximum of 12 semester hours of the pass- fail option toward an Associate’s Degree, with the provision that no 2 courses of a sequential nature are taken pass-fail.
- A student taking courses on a pass-fail basis that result in an “A” or “B” grade will receive the “A” or “B”. However, the course will be counted against the pass-fail limit of 12 semester hours.
- Students taking courses on a pass-fail basis that result in a “C” or “D” grade will receive a “P” for “Pass”. The “P” grade is not calculated into the overall grade point average (OGPA).
- Students taking courses on a pass/fail basis that result in an “E” grade will have the “E” recorded on the official transcript and calculated into the OGPA.
- Students will be allowed a maximum of two courses of pass fail option per semester, provided the maximum of 12 hours is not exceeded.
- Students must designate at the time of registration their desire for pass- fail grading in a course.
- No course identified as a major course (if major is declared) may be taken as pass-fail.
- Instructors will not be informed by Student Affairs which students are taking courses on a pass-fail basis.

Proficiency Credit and Transfer Credit

See the College Catalog or website at www.sic.edu on the Academics page for more details about these options.

GRADUATION

An application for graduation must be completed and returned to the Enrollment Services Office one semester prior to the semester of graduation. A graduation ceremony is held in May of each year for fall, spring or summer student graduates. Diplomas are issued after the semester that graduation requirements are met. There is a \$20 graduation fee that covers the cost of the diploma cover, cap and gown. Caps and gowns should be ordered

before spring break at the Enrollment Services Office. Students exempt from the \$20 fee are those earning certificates of 12 hours or less or those who have taken the NOCTI Exam. Students must apply for graduation and pay the \$20 fee whether they plan to attend the graduation ceremony or not. Students must complete at least 12 semester hours of credit from Southeastern Illinois College to be awarded a degree or certificate from SIC. Students must also have at least a 2.00 GPA (on a 4.00 scale) in order to graduate.

PRESIDENT’S and VICE PRESIDENT’S LIST

Any full-time student (12 hours or more college level course work) who has a semester grade point average of 4.00 is placed on the President’s Honor List for the semester. Full-time students (12 hours or more) who have a semester grade point average of 3.25 or higher are placed on the Vice President’s Honor List for the semester. Developmental courses DO NOT count as part of the 12 hours for either honors list. Both President’s List and Vice President’s List honors are noted on a student’s academic transcript.

REPEAT CREDIT

A student may repeat a class under certain conditions. In instances where a student repeats a given course that is not specifically designated as “repeatable,” the grade previously received will be recorded as an “R” grade and will not count in the computations of the student’s overall grade-point average. The highest grade received will be recorded on the transcript and will count in the computation of the GPA. If in an extraordinary situation a student must take a course a third time, the student will be required to pay out-of-state tuition.

Financial aid will pay for a previously passed course once. If a student fails or withdraws from a course, financial aid will pay for the repeated course until the student successfully passes the course. All courses on a student’s academic record are included in the calculation of hours attempted for Satisfactory Academic Progress.

TRANSCRIPTS

A transcript of the student’s official educational record at Southeastern Illinois College is issued, sent, or released by the Enrollment Services Office only upon receipt of a WRITTEN REQUEST FROM THE STUDENT AND PAYMENT OF A \$5 FEE. A written request with the student’s signature must be submitted at least two working days before the transcript is needed. Transcripts issued directly to students will have the statement “Issued to Student” stamped on the face of the transcript. Students may also print an unofficial transcript of grades from MySIC. Students should be advised that most colleges and universities accept only transcripts mailed or sent secure electronically to the receiving institution by the college issuing the transcripts.

A transcript request should include the student’s name (including maiden name and any other previous last names), Social Security number, dates of attendance, address to which the transcript should be sent, signature and date. Southeastern Illinois College reserves the right to withhold transcripts from students who are in debt to the institution. Students may discuss the resolution of their indebtedness with the Business Office.

Satisfactory Academic Progress Policy

It is expected by the Department of Education (ED), Illinois Student Assistance Commission (ISAC), and Southeastern Illinois College that all financial aid recipients make reasonable academic progress. Students receiving federal, state, and veteran’s educational benefits are required to meet the Financial Aid Standards of Academic Progress Policy as described below. All prior terms at Southeastern, transfer credits, consortium agreement credits, or dual credit classes are considered when evaluating your progress towards your certificate or degree program regardless if the student received financial aid. Satisfactory academic progress standards apply to all students, parttime or full-time, enrolled in both standard and remedial programs. Students’ progress is evaluated at the end of every semester, which include fall, spring, and summer semesters.

Satisfactory academic progress is based upon three categories:

1. Overall Grade Point Average (GPA)
2. Completion Rate
3. 150% Maximum Program Completion Time

Failure to meet these requirements results in a financial aid warning period. A student may continue to receive financial aid while on warning status. Students have one semester to remediate their progress. Continuation for subsequent aid is contingent upon the warning period. Failure to meet the satisfactory academic progress guidelines during the warning period will result in financial aid suspension and disqualification from financial aid eligibility at Southeastern.

Programs Governed By This Policy

Federal Student Aid Programs:

Federal Pell Grant
Supplemental Educational Opportunity Grant (SEOG)
Federal Work Study

Illinois Grant Programs:

Monetary Award Program (MAP)
Illinois Veterans Grant (IVG)
Illinois National Guard (ING)
MIA/POW Scholarship

Southeastern Programs:

Varies by division or department

Third Party or Private Donor Programs:

Varies by donor's requirements

Veterans Benefits:

Chapter 30, 31, 32, 33, 35, 1606

OVERALL GRADE POINT AVERAGE

The student's cumulative grade point average (GPA) is determined at the end of each semester. The institution's grading policies can be found in the college catalog. Students are expected to maintain a minimum cumulative GPA of a 2.0. Students who do not maintain a cumulative GPA of a 2.0 or higher will be given a warning period. During the warning period, a student may receive financial aid. At the end of the warning period, the student must raise their cumulative GPA to a minimum of 2.0. Failure to do so will result in suspension status and will not be eligible for financial aid.

COMPLETION RATE

Students must progress toward completion of their current academic program at an acceptable rate. Satisfactory academic progress standards require students to successfully complete (pass), with a GPA of 2.0 or better and 67% of attempted semester hours. Students not successfully completing (passing) 67% of semester hours attempted will be given a warning period. During the warning period, a student may receive financial aid. At the end of the warning period, the student must raise their completion rate to a minimum of 67%. Failure to do so will result in suspension status and will not be eligible for financial aid.

Grades of A, B, C, D, or P are considered completed courses. Grades of E, I, W, or WA are not considered complete and are unsatisfactory for maintaining this policy.

Repeats: Southeastern considers the highest grade received to calculate the cumulative grade point average. Each course is included in the cumulative attempted hours calculation.

Withdrawals: Courses dropped with a full refund or grades of "WX" or "WZ" are not counted in the calculation of attempted hours. Courses dropped after the full refund period and grades of "W" or "WA" are calculated in attempted hours.

Pass/Fail: Courses taken on a Pass/Fail basis do count as attempted semester hours.

Incompletes: Incomplete "I" grades are counted as attempted hours, though not calculated in the cumulative grade point average.

Remediation: Non-credit remedial courses are included in a student's program of study and therefore are included in calculation of OGPA and course completion rate.

Academic Amnesty: Academic amnesty courses are included in calculation of earned grades and attempted hours.

Transfer Credits: Any transfer of credits from another institution will be calculated in both attempted and completed hours.

150% MAXIMUM PROGRAM COMPLETION TIME

Students must complete their current academic program within expected reasonable time. A student may not exceed more than the 1.5 times the number of credit hours required for the degree/program. Changing degree or program major, repeat courses, failing or incomplete grades prolong the total amount of time required to graduate. Students who exceed the maximum program completion time will not qualify for further financial aid. Students may change their major or program of study up to three times during their career and may receive more than one certificate and/or degree at Southeastern within consideration of the student's cumulative hours attempted and cumulative GPA. Prior to beginning a second degree, students must appeal with the Director of Financial Aid if their hours exceed the maximum program completion time.

Southeastern considers students enrolled in the PN and ADN programs have required prerequisites, which may exceed the 150% maximum program completion time. A PN student is expected to complete the PN program within 81 credit hours (54 x 1.5). An ADN student is expected to complete the ADN program within 129 credit hours (86 x 1.5).

FINANCIAL AID ACADEMIC PROGRESS EVALUATION

Students will be evaluated for compliance with satisfactory academic progress standards at the end of each semester including fall, spring, and summer semesters, regardless of major, period of enrollment, or enrollment status (parttime, full-time, etc.) Through this evaluation, students not meeting the satisfactory academic progress standards will be placed on warning status. As stated in the policy, students on warning status are eligible to receive financial aid. Students on warning status who failed to meet satisfactory academic progress at the time of evaluation will be placed on financial aid suspension and will not qualify for further financial aid. All students receiving financial assistance in the programs previously stated in the policy will be notified of their standing at the end of each evaluation period or semester of enrollment.

APPEAL PROCESS FOR FINANCIAL AID SUSPENSION

Students have the right to appeal suspension status to the Director of Financial Aid. Students who wish to exercise this right are required to complete a Satisfactory Academic Progress Appeal form and follow the formal documentation requirements provided by the college. Students should provide the Director of Financial Aid with specific details that fully explain the extenuating circumstance (ie. Death in the family, illness or injury to the student) cause(s) preventing the student from achieving satisfactory academic progress requirements and complete an academic plan with an academic advisor. Appeals are accepted case-by-case. If the appeal is accepted, the student's financial aid will be reinstated, along with a probationary period, whereby the director will outline specific requirements that will be used to bring the student's academic progress within standards. If the appeal is denied, students may appeal this decision to the Executive Dean of Enrollment and Student Services. Decisions made by the dean are final.

A student who submits an appeal due to minimum cumulative completion rate and/or cumulative GPA requirements and is denied by both the director and dean must meet the minimum cumulative completion rate and/or cumulative GPA requirements as set forth in this policy and will not receive further financial assistance until minimum requirements are met. Decisions made by the dean are final.

A student who submits an appeal due to maximum hours attempted and is denied by both the director and dean will remain on permanent financial aid suspension. Neither the director nor dean will accept any further appeals.

FINANCIAL AID REINSTATEMENT

Once a student is placed on financial aid suspension, there are two options for students to continue receiving financial aid:

1. The student must meet the minimum cumulative completion rate and/or cumulative GPA requirements set forth this policy; or
2. The student must submit an appeal that is approved by the Director of Financial Aid or Executive Dean of Enrollment and Student Services in which the student is granted financial aid probation.

REGAINING ELIGIBILITY FOR FINANCIAL AID

If, in a regularly scheduled evaluation, it is determined a student once again meets the standards outlined in this policy, the student will be placed in good standing. Otherwise, once placed on suspension status, the suspension status remains unless determined otherwise through the appeal process.

STUDENT RESPONSIBILITIES

Students should only take required courses according to their program of study and the transfer institution (if applicable). Taking courses outside of their program of study will affect the student's maximum program completion time. Withdrawing, repeating, and failing courses, including remedial courses or dual credit, will also have an adverse effect on a student's cumulative completion and cumulative GPA. Students should seek advisement from an academic advisor during their warning period to remediate deficient credits and GPA.

RETURN TO TITLE IV POLICY

The Department of Education (ED) states a school must determine the amount of Title IV program assistance earned once a student withdraws from school. The Title IV programs governed by this law include: Federal Pell Grants and Federal Supplemental Educational Opportunity Grants (FSEOGs).

When a student withdraws during the period of enrollment the amount of Title IV program assistance that the student earned up to that point is determined by a specific formula. If the student received more assistance than the amount earned, the student must return the excess funds. The amount of assistance a student earned is determined on a prorated basis. For example, if a student completed 30% of the period of enrollment, the student earned 30% of the assistance scheduled to receive. Once the student completes more than 60% of the period of enrollment, the Department of Education indicates the student earned 100% of the scheduled assistance for that period.

Students enrolled in module courses (i.e. courses that do not span the entire length of the period of enrollment) and withdraw before the second module course(s) begins, must provide written confirmation of intent to attend the second module. Regardless if the student completes the first module but does not attend the second module, the student will be considered a Return to Title IV student and must return a portion of their Title IV aid.

The withdrawal date is determined by the date the student officially withdrew from the class or unofficially withdraws, which is the last date of academic related activity determined by the instructor. For information on how to formally withdraw from a class, see Enrollment Services' Withdrawal and WA Grade Policies.

If the student did not receive all the funds earned, a student may be due a Post-withdrawal disbursement. Any grant funds disbursed for Post-withdrawal will pay any outstanding balances owed (tuition, fees, books, fines, etc.).

Any amount of unearned grant funds that the student must return is called an overpayment. The maximum amount of a grant overpayment the student must repay is half of the grant funds the student received or is scheduled to receive. The Financial Aid Office notifies students in writing if they must return any unearned grant funds to the Department of Education. Student must make arrangements with the Financial Aid Office to return unearned grant funds. The student has 45 days to repay any overpayments. After 45 days, the student must contact the Department of Education. Students may not receive any subsequent financial aid until overpayment is resolved.

The order funds must be returned are as follows:

1. Federal Pell Grants
2. Federal Supplemental Educational Opportunity Grants (FSEOG)

If the student (or school) received excess Title IV program funds that must be returned, Southeastern will return within 45 days the excess equal to the lesser of:

1. The institutional charges multiplied by the unearned percentage of received funds, or
2. The entire amount of excess funds.

Southeastern requires students to pay the college the funds which were returned. If a student owes the college after funds are returned, the Financial Aid Office will charge the student's account for the amount owed. The Financial Aid Office, in writing, notifies students if they owe any grant funds to the college. Students must make repayment arrangements with the Business Office. Unresolved balances prohibit the student from registering for subsequent semesters or receiving transcripts. Students may also be sent to a debt collection agency.

The requirements for Title IV program funds when a student withdraws are separate from the refund policy established by Enrollment Services. Therefore, a student may still owe funds to Southeastern to cover unpaid institutional charges. Southeastern's withdrawal policies and refund policy are located on the website.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

- The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the Registrar written requests that identify the records they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the Registrar does not maintain the records, that official shall advise the student of the correct official to whom the request should be addressed.
- The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the Registrar to amend a record that they believe is inaccurate or misleading. They should write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the Registrar decides not to amend the record as requested by the student, the Registrar will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic, research or support staff position (including law enforcement unit personnel and

health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on the official committee such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school

official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Another exception that permits disclosure, without consent, is to protect the health or safety of students or other individuals. Education records may be released to appropriate law enforcement officials, public health officials and trained medical personnel, where there is an articulable and significant threat. Educational agencies must record the disclosure and to whom the information was disclosed within a reasonable time period of a threat.

- The right to file complaints with the U.S. Department of Education alleged failures by Southeastern Illinois College to comply with the requirements of FERPA.

The name and address of the office that administers FERPA complaints:

Family Policy Compliance Office

US Department of Education 400 Maryland Avenue, SW

Washington, D.C. 20202-4605

The College has designated as directory information the following student information:

- Student name
- Local/home address, e-mail address
- Telephone number
- Current term hours carried
- Major field of study
- Classification (freshman, sophomore)
- Academic unit
- Dates of attendance
- Degrees/honors earned and dates
- The most previous educational agency or institution attended prior to enrollment at Southeastern Illinois College
- Participation in officially recognized activity or sport
- Weight, height and pictures of members of athletic teams
- Picture
- Enrollment status (full-time, part-time, etc.)

Students who do not wish to have released any or all of the information listed above should complete a Request to Restrict Student Directory Information Form in the Enrollment Services Office. The restriction on the release of student information is valid for one school year and must be renewed annually each fall semester.

STUDENT OPTIONAL DISCLOSURE OF PRIVATE MENTAL HEALTH ACT

The Student Optional Disclosure of Private Mental Health Act affords students the opportunity to authorize in writing the disclosure of certain private mental health information to a designated person. The document authorizing permission of disclosure of private mental health is located in the Enrollment Services Office on the first floor of E Building.

EMERGENCY CONDITIONS

In emergency situations the campus will respond under guidelines established in the Campus Emergency Operations Plan (CEOP.) Additionally, please observe the following:

TORNADO

Warning given by a continuous blast of outside weather sirens. Warning will be displayed on the audio-visual monitors.

Buildings A (Learning Center), Building B (Harry L. Crisp Conference Center), Building C (Sports Complex), Building E (Harry Abell Administration), Building F (George T. Dennis Visual & Performing Art Center)

1. Move to an interior wall of the lowest level of the building in which you are located.
2. Sit with head down or covered, facing away from windows.
3. Wait for instructions from a College official.

Building D (Mary Jo Oldham Center for Child Study)

1. MJOCCS relocates to corridors across from the library- alternate location C109 women's locker room.
2. Move to the interior hallway.
3. Sit with head down or covered, facing away from windows.
4. Wait for instructions from a College official.

Building T

1. Move to the lowest level corridor in front of the men's and women's restroom.
2. Sit with head down or covered, facing away from windows.
3. Wait for instructions from a College official.

Buildings G & W

1. Move to the lower level north corridors near restrooms.
2. Sit with head down or covered, facing away from windows.
3. Wait for instructions from a College official.

FIRE

Warning given by a pulsating blast of the fire alarm system and flashing strobe lights. Warning will be displayed on the audio-visual monitors.

1. Evacuate the building in an orderly manner via the nearest exits, which are marked and lighted (Do not use the elevator). Instructors should help in this process.
2. Once outside, move to the nearest safe parking lot (not MJOCCS lot).
3. College officials will specify when the buildings may be re-entered.

EARTHQUAKE

Follow directions given by your instructor or other official—No warning signal will be given. Instructions will be displayed on the audio-visual monitors.

If INSIDE the building when an earthquake occurs:

1. Move away from windows, file cabinets, or other potential hazards.
2. Get under desk, table, or other shelter or against an inside wall.
3. Assume drop position (drop to knees with back to windows, head down toward knees, hands clasped behind neck, arms against ears, eyes closed). If the shelter moves, move with it and stay under it.
4. Remain in that position until tremors end and then follow instructor's directions or those of any college official.

If OUTSIDE the building when an earthquake occurs:

1. Get clear of all buildings, trees, light poles, exposed wires, or hazards that may fall. The safest place is in the open.
2. Assume the drop position until quake is over.

3. If in a moving vehicle the driver should pull over to the side of the road as quickly as is safely possible and stop. Never stop on a bridge.
4. If traveling in a vehicle such as a school van or bus get under seats or in the aisles.

After an Earthquake:

- Do not use the elevator.
- Do not smoke/light matches, even if outside (possible gas leaks).
- Do not stand in doorways.
- While evacuating be extremely cautious of potential hazards, weakened walls and stairways, falling debris, etc.

HEALTH RELATED EMERGENCY

Call Campus Security (Dial 2911). Give your name, location and nature of the emergency.

If unable to reach Campus Security, contact an administrator or sponsor on duty concerning the emergency.

The College does not provide medical treatment for emergency health needs. However, College security and/or staff will assist individuals in contacting emergency medical responders and if requested, will stay with individuals until such responders arrive on campus.

HEIGHTENED AWARENESS OF SURROUNDINGS

Heightened awareness is a mind-set that leads you to notice unusual or suspicious behavior/circumstances and reporting your observations to authorities in a logical, rational and timely manner. People should go about their normal business while paying particular attention to their surroundings.

Be aware of/ report to Security (Ext. 2911 or 926-4986 or 926-5403)

Suspicious Behavior/ Circumstances:

- People in buildings or areas who do not appear to be conducting legitimate business.
- People monitoring areas, buildings, or entrances.
- Unauthorized people in restricted, sensitive, or private areas.
- People requesting information with no apparent need for that information.
- People wearing clothing not consistent with the weather conditions at mass population events (bulky coat in warm weather, etc.)
- Abandoned parcels or items in unusual locations or high traffic areas.
- Individual attempting to access utility locations (water, electrical, petroleum, telecommunications, information systems).
- Multiple persons who appear to be working in unison, committing the above actions.

Be Alert to:

- Abandoned vehicles.
- Vehicles parked near buildings or public and common areas.
- Unexpected/unfamiliar delivery trucks.
- Unfamiliar vehicles parked for long periods.
- Vehicles containing unusual/ suspicious parcels or material.
- Vehicles arriving and being left behind at odd hours.
- Substances leaking or spilling from vehicles.

Building/Office Security:

- Don't prop open doors or windows. Rectify situations when observed.
- Account for/secure keys. Don't leave unattended or give to unauthorized persons.
- Ensure all mechanical rooms remain locked.
- Report lost keys to the Security Office.
- Account for/secure all sensitive material information when not able to attend to it.
- Account for/secure sensitive deliveries in a timely manner.
- Secure all areas when not attended.

- Be aware of unfamiliar persons in, or visitors to your office/lab etc.
- Protect access codes, combinations and cards; change codes regularly.
- Report compromised codes to the persons in charge of area.
- Be prepared: Take time out to familiarize yourself with building evacuation plans/routes.
- Report suspicious tempering with physical security (doors, locks, etc.)
- Talk with co-workers; know what is out-of-place (unclaimed items, etc.)

INCLEMENT WEATHER PROCEDURES

Classes will meet and the College will be open and operative during bad weather unless the President or his/her designee officially cancels classes. The geographic size of the College district makes possible the existence of varying weather conditions on any given day in different locations within the district. Southeastern Illinois College students will be expected to decide for themselves, based on local conditions and personal circumstances, whether or not to attend classes during periods of inclement weather. However, if the College is open and the student decides not to attend, individual class attendance policies still apply. Announcement of class cancellations due to inclement weather will be made at the earliest possible time.

Public announcements of class cancellations for any reason, weather or otherwise, will be made through the following media:

- Southeastern Illinois College Homepage (www.sic.edu)
- Text message to cell phones (Sign up at www.sic.edu/txtsic)
- Facebook (www.facebook.com/southeastern.illinois.college)
- Twitter (twitter.com/SIC_EDU)
- Instagram.com/SoutheasternIllinoisCollege
- SIC Switchboard (618-252-5400)
- Some local media may also be notified

ACCEPTABLE USE POLICY FOR INFORMATION TECHNOLOGY AND ELECTRONIC RESOURCES

For the most recent version of the Acceptable Use Policy 4019 visit: www.sic.edu/aupolicy

Southeastern Illinois College (the "College") provides electronic information resources and other computer-based resources to support the College's educational mission. Students, faculty, staff and others who use the College's computer-based resources are required to adhere to this policy.

This policy applies to all computer hardware and software owned or operated by the College, College electronic mail, College websites, and College on-line services and bulletin board systems. "Use" of the College network shall include use of or obtaining access to the wired or wireless network from any electronic device whether or not owned or operated by the College.

Acceptable Use

The use of electronic information resources, other computer-based resources and media (the "System") must be consistent with the mission of the College. You are expected to act responsibly and follow all College policies, procedures and guidelines when using the System. College owned electronic equipment and resources should be restricted to educational and business use. System users have no expectation of privacy in connection with the use of the College's System.

Privileges

Access to the System is a privilege, not a right, and may be denied or revoked at any time. Inappropriate use of the System may result in loss of privileges or other disciplinary actions as the College deems appropriate.

Security of System and Responsibilities of System Users

Security must be a high priority for all users. System users shall not disclose their personal login ID or password/PIN to anyone, including another college employee, or attempt to log into the System as another person.

Users are prohibited from transmitting social security numbers or credit card information through email or other insecure means unless reasonable precautions are taken to encrypt or password protect the information. All System users are required to maintain the confidentiality of student and personnel records.

Users are required to act responsibly in regards to the content and maintenance of their electronic mailbox. This includes but is not limited to general maintenance, not engaging in activities that would encourage inappropriate or illegal content, and not engaging in activities compromising System data, integrity, security, or performance.

The College provides email systems to students and employees and evaluates the integrity, risk, and compliance aspects of each email system. Because email accounts are assigned based on student and employee personally identifiable information, use of College email systems is the only manner in which the College and others can reasonably assume that it is communicating with the correct individual.

Students and employees who communicate via email to conduct College related business must utilize their College provided email accounts upon enrollment or employment. Prospective students or employees may temporarily use personal email accounts during the application for enrollment or employment process. Personal email accounts may also be used on a limited basis for password resets when other information is provided to identify the individual. For their own personal protection, faculty and staff are discouraged from using their College email account for personal use.

Efficient Use of Resources

Users must accept limitations or restrictions on computing resources, such as storage space, time limits or amounts of resources consumed. Users should not engage in any activity detrimentally affecting other users of the System.

User Identification

Concealing or misrepresenting one's identity is a violation of college policies, and is subject to disciplinary action.

Vandalism

Any type of vandalism or attempted vandalism (physical or electronic) to any part of the System, a College computer, computer peripherals, the College network, or files of others is prohibited and may result in disciplinary action. Vandalism includes, but is not limited to, malicious destruction or deletion of college information, downloading, uploading, or creation of computer viruses or malware.

Specific Prohibited Uses

In addition to the other prohibitions contained in this policy, the following activities which are unacceptable and may result in disciplinary action, include, but are not limited to:

1. Accessing, retrieve, view or disseminate obscene, indecent, sexually explicit or vulgar materials or messages unrelated to the educational mission of the college.
2. Retrieving, view or disseminate any material in violation of any federal or state regulation/law or College policy. This includes, but is not limited to, improper use of copyrighted material or intellectual property.
3. Intentionally manipulate information on any sensitive applications such as accounting, student, employee, and business records, or tamper and/or attempt to gain unwarranted access to student or employee personal network files. Sensitive files should be stored in a secure place.
4. Engaging in for-profit commercial activities, including advertising or sales for personal gain.

5. Sending of a chain letter.
6. Soliciting money for religious or political causes unless it is an approved fundraising activity for a student organization.
7. Harassing, threatening, intimidating, or demeaning any person or group of people for any reason, including but not limited to race, color, religion, gender, age, national origin, citizenship status, ancestry, marital status, parental status, pregnancy, family status, military status, sexual orientation, disability, source of income, housing status, or any other category protected by law.
8. Disrupting the educational process or interfere with the rights of others.
9. Disrupting information network traffic or interfere with the network or connected systems.
10. Circumventing or attempt to circumvent system security measures through the use of software or other measures.
11. Gaining access without permission to the files of others, or vandalize another user's data or files.
12. Gaining unauthorized access to College electronic resources or other entities using a College computer and/or network.
13. Improperly forge or alter electronic mail messages, or use an account owned by another user.
14. Invading another person's privacy. This includes, but is not limited to, improperly disclosing personally identifiable information such as name, social security number, address, or phone number.
15. Using the System or any system resources to send unsolicited commercial email.
16. Violating any software license agreement.
17. Downloading, copying, printing or otherwise storing or possessing any data, in violation of these rules and/or College policy.
18. Engaging in any unlawful use of the system.

Additional Policy Guidelines for College Employees

Employees are required to maintain a 15+ character password. Employees are required to store passwords in a secure manner.

Employees with any device, including but not limited to cell phones, College owned or personally owned, that access College information without additional authentication/login, are required to protect that information through the use of a password or pin before that information may be accessed.

Employees are required to store college data and mission critical files on the College network. "Cloud" off-premise storage may only be used to store personal student and employee information where an approved contract or agreement exists between the College and the provider. A copy of the contract or agreement must be on file with both Information Technology and the Business Office. Files stored on a local computer should be temporary and personal or sensitive data limited.

Employees are discouraged from using any portable media or device to store personal or private information. When use is completely unavoidable, reasonable protection of encryption and password protection of that information is required. Any data loss or misuse of personal or private information is a serious matter and the employee(s) involved may be subject to disciplinary or additional action.

Sanctions and Discipline

If an individual engages in any of the prohibited acts listed in this policy, or violates this policy and s/he may be subject to College disciplinary actions including, but not limited to, the following:

1. Suspension or revocation of System privileges;
2. Suspension or termination of employment;
3. Academic suspension or expulsion;
4. Referral to legal authorities for prosecution; and
5. Other sanctions, discipline or action the College deems warranted.

Anyone receiving disciplinary action has the right to an appeal through the College's Disciplinary Grievance Procedures. Repeated violation of this policy will be grounds for escalated disciplinary action and/or appropriate legal action.

Disclaimer

The College makes no warranties, whether expressed or implied, for the System. The College is not responsible for any damages suffered, including the loss of data, resulting from delays, non-deliveries, deliveries, or service interruptions. Use of information obtained via the System is at the user's own risk. The College assumes no responsibility for the accuracy or quality of information obtained through the System. This policy and all its provisions are subordinate to local, state, and federal statutes.

Cell Phone and Other Electronic Devices

Cell phones should be put on vibrate/silent mode when entering the classroom, labs, Learning Resource Center, or any other instructional area. The use or observation of personal pagers, cell phones, and other electronic communication devices is prohibited during class/lab instructional time. In the case of emergencies, students should indicate to the instructor that they have an emergency situation and leave the class to address the situation. The use of other electronic communication and entertainment devices, including laptops, and electronic devices with photographic capabilities, is prohibited during instructional time and should be turned off and put away upon entering the classroom/lab. Students with legitimate reasons for using this equipment during class/lab can do so only after receiving explicit consent of the instructor/ supervisor.

Devices with photographic capabilities may not be used to take photographs of instructional materials (i.e. exams, etc.), or for photographing individuals against their will or knowledge. While Southeastern Illinois College is a public institution, it is not a public place, and therefore, taking photographic images of people, places, etc. requires prior approval of the administration. Instructors have the authority to impose more stringent rules for use of all electronic equipment in the classroom based on the specific circumstances of any class/lab they are teaching. Non-compliance will result in disciplinary action as outlined in the Standards of Conduct.

STUDENT CONDUCT POLICIES

STANDARDS OF CONDUCT

To provide a safe environment Southeastern Illinois College Standards of Conduct make explicit those activities which are contrary to the general interest of the college community or which threaten to disrupt the teaching and learning in which members of the College community are engaged. Students enrolling in the College are expected to conduct themselves in a manner compatible to the College's function as an educational institution. Misconduct for which students are subject to discipline include but are not limited to the following:

1. Academic dishonesty, plagiarism, or willful falsification of educational data that is represented as scholarly research.

2. Furnishing false information to Southeastern Illinois College with the intent to deceive, including, but not limited to, incidents of embezzlement and fraud.
3. Forging, alterations or misuse of Southeastern Illinois College documents, records, or identification cards. Assault, or threatening in a menacing manner, striking or wounding another person.
4. Willful indecent exposure of one's person in a place where there are other persons to be offended or damaged thereby.
5. Destruction of, damage or injury to, or unauthorized use of property not one's own.
7. Theft, burglary, or breaking and entering.
8. Carrying or possession of unauthorized weapons, ammunition or other explosives, or creating a clear and present danger to persons or property by the misuse of combustible material.
9. Assembling with one or more persons with the intent to violate any provisions of this code, or with the purpose of, or which results in, disrupting the educational, research or service goals of the College.
10. Possession, use, furnishing on the campus or at any college-owned or supervised property, function or activity any drugs or controlled substances which the possession, use, or furnishing of is illegal by municipal, state or federal law.
11. Obstruction or disruption of teaching, research, administration, disciplinary proceedings on other Southeastern Illinois College premises.
12. Unauthorized obstruction of a free flow of pedestrian or vehicular traffic.
13. Unauthorized entry into any premises owned or controlled by Southeastern Illinois College.
14. Failure to comply with directions of identified Southeastern Illinois College officials acting within the scope of duty or of any law enforcement officer acting in the performance of his or her duties.
15. Conduct of any nature directed at a person while on Southeastern Illinois College property or attending a sponsored event, which conduct would be deemed illegal harassment under State or Federal law.
16. Possession of stolen goods.
17. Gambling on Southeastern Illinois College-owned or supervised property.
18. Participation in hazing as defined by Illinois State Statutes.
19. Failure to comply with Southeastern Illinois College Board of Trustees policy and/or State regulations regarding the use of intoxicating liquor while on the campus or at any Southeastern Illinois College supervised activity, as indicated under Board Policy 9010.
20. Disturbing the peace and good order of Southeastern Illinois College by fighting, quarreling or by intoxication.
21. Use of any obscene, abusive, or threatening gestures or language toward another person.
22. Harassment or intimidation based on sex, race, religion, national origin, or disability, which creates an intimidating, hostile, or offensive working or educational environment. Gross disobedience and /or misconduct.

Any Southeastern Illinois College student determined to have violated this policy may be subject to disciplinary action up to and including temporary or permanent suspension.

All students and college employees have a duty to report any incidents or suspicious activities that they observe.

SANCTIONS

Sanctions are designed to provide Southeastern Illinois College students, employees and community members with a productive and safe educational environment. Sanctions are designed not only to punish a student for violation of the above Standards of Conduct, but also to correct the behavioral conduct at issue. Possible sanctions that a student may face may include, but are not limited to, the following:

1. Not in Violation: A student may be found not in violation when there is evidence presented during the hearing that shows the student was not responsible. A record of that decision will be maintained for one year.
2. Warning: A verbal or written directive to the student that the student is violating, or has violated, the Standards of Conduct.
3. Probation: A verbal or written notification that the student is violating, or has violated, the Standards of Conduct and further violation will result in more severe sanctions.
4. Loss of Privilege: Denial of specified privileges for a designated period of time. This may include denial of access to a transcript, a course or program of study, facilities, services or offices, or participation in clubs, organizations, or College-sponsored events.
5. Restitution: Direction to pay for damages caused by the student's action. Failure to pay the directed restitution may result in additional sanctions.

6. **Withdrawal from Class:** Administrative withdrawal with consequent loss of tuition and fees from a class, classes, or program.
7. **Limited Access:** Administrative restriction to selected parts/locations of campus buildings.
8. **Counseling or Education Seminars:** Required participation in counseling seminars or educational workshops in lieu of, or in addition to, the imposition of sanctions.
9. **Suspension:** Denial of any participation in an academic or College related activity, or to be on College premises for a specified period of time, with consequent loss of tuition and fees from the College. Conditions for readmission or re-enrollment may be identified, including ineligibility for specific courses, services, and/or programs of study. Suspension becomes a part of the student's permanent records.
10. **Expulsion/ Permanent Suspension:** Permanent denial of any participation in an academic or College related activity, or to be on College premises, with consequent loss of tuition and fees of the student from the College. Expulsion becomes a part of the student's permanent records.
11. **Immediate Temporary Suspension:** In cases of serious misconduct, which has or may result in significant disruption to the College and/or serious safety concerns for staff and students, a student may be temporarily suspended by the Executive Dean for Student Services and Enrollment, prior to any hearing. A student facing temporary suspension shall be afforded the opportunity to discuss the incident/ charges with the Dean prior to imposition of the suspension. Any hearing on the charge/ notice shall be held within 21 calendar days of the imposition of the temporary suspension unless agreed to by the parties or other extenuating circumstances. This hearing must be held within a reasonable time after the student has been notified.
12. **Other Sanctions** which the College administration may deem appropriate given the conduct at issue.

DISCIPLINARY GRIEVANCES

The Disciplinary Grievance Procedure is established for student grievances relating to the conduct and behavior of students.

Disciplinary Grievance Procedure:

Any current student or member of the College community may initiate a complaint for alleged violations of the prescribed code of student conduct.

Step 1: Within five business days all reports of alleged nonacademic student Standards of Conduct violations must be submitted to the Executive Dean for Student Services and Enrollment, E 129, or designee. The complaint should be a brief written statement providing a summary of the facts deemed to constitute a violation.

Step 2: The Executive Dean for Student Services and Enrollment, or designee, within five business days will notify the student of the grievance.

Step 3: The Executive Dean for Student Services and Enrollment, or designee, shall review any reported student misconduct and shall give the student the opportunity to present his or her personal version of the incident or occurrence before determining a resolution or imposing discipline. The Dean shall state the resolution in writing. If the student fails to schedule and/or attend the conference with the Executive Dean for Student Services and Enrollment, or designee, the Dean will proceed with the deposition based on the review of the available information.

Step 4: If the student desires to appeal the findings and/or decision of the Executive Dean for Student Services and Enrollment, a written request for a hearing before the Disciplinary Review Panel must be filed by the student in the Office of the Executive Dean of Student Services and Enrollment within five business days after the original decision was mailed.

Step 5: Upon receiving a request for a hearing from the Executive Dean of Student Services and Enrollment, the Moderator within five business days will call a Disciplinary Review Panel. The Disciplinary Panel will be selected by the Moderator and will consist of one student, two faculty members, one administrator, and the Moderator as chair. The Disciplinary Review Panel will decide whether or not a case warrants a hearing and will either accept an appeal and set a hearing date or dismiss it without a hearing. The Disciplinary Review Panel will make this determination on the basis of review of the student's appeal letter and of the written records of the internal

procedures of the College. Grievances will be dismissed without a hearing if the Disciplinary Review Panel finds them to be frivolous, inconsequential or otherwise without merit, or if grievances have not followed the proper preliminary steps. Should a hearing be necessary, it will be scheduled by the Moderator within seven working days. Those attending the hearing will be members of the Disciplinary Review Panel, the plaintiff, and the defendant. The decision of the Disciplinary Review Panel is final and will be communicated in writing to all parties involved.

PRESERVATION OF RECORDS

Dependent upon the type of action taken, disciplinary records are maintained on file in the office of the Executive Dean for Student Services and Enrollment for specific periods of time.

1. Not in Violation: One calendar year, unless involved in additional violations within the one calendar year period.
2. Warning, Loss of Privilege, Restitution, Withdrawal from Class, Limited Access, Counseling or Education Seminars: One calendar year, unless the student has engaged in additional violations within the one calendar year period.
3. Probation: Two calendar years after the date of the last action taken.
4. Suspension: Permanently.
5. Expulsion: Permanently.
6. Alcohol or drug-related violations: Three years following the academic year of violation.

STUDENT GRIEVANCE PROCEDURES

Southeastern Illinois College is committed to providing a prompt and equitable means of resolving student complaints against actions and decisions taken by the College and its employees. Southeastern believes communication and open dialogue are hallmarks of the educational process, and are essential to student success.

Scope

For specific complaints or grievances, please refer to the appropriate policies:

| <u>Nature of Complaint</u> | <u>Applicable Policy/Procedure</u> |
|---|---|
| Sexual Harassment Complaint | Sexual Harassment, Anti-Harassment, & Non-Retaliation Policy (9016) |
| Discrimination | Sexual Harassment, Anti-Harassment, & Non-Retaliation Policy (9016) |
| Grade Appeals | Academic Grievance Policy |
| Out of State Academic Student Complaint | Online Student Complaint Procedure |
| Student Conduct Complaint | Standards of Conduct (9013) |
| Denial to Selective Admission Program | Special and Selective Admissions Appeal Procedures |

General Student Grievance Procedures

A student may elect to pursue a grievance if they believe a college decision or action has adversely affected their status, rights, or privileges as a student. If a student has a grievance involving a College professor or staff member, they are to process such grievance through the College administrative structure.

An informal grievance may be addressed to any faculty or staff member, as appropriate to the concern. The student should first discuss any grievance thoroughly with the faculty or staff member. If the grievance is not resolved, the student may initiate a formal grievance by appealing to the supervisor of the faculty or staff member. Formal

grievances must be written and signed by the student. Any unresolved grievance can be processed through the College administrative structure up to the appropriate Dean/Vice President, if necessary.

The resolution of student grievance will be transmitted in writing to the student and through the administrative structure to all involved parties as necessary.

Procedure

1. The student must meet with and discuss the grievance thoroughly with the faculty or staff member in an attempt to reach a resolution immediately, but no later than 10 business days after the incident has occurred.
2. If resolution is not achieved and the student wishes to pursue the grievance further, a student may initiate a formal appeal to the faculty or staff member's direct supervisor or division chair. The appeal must be presented in writing to the supervisor. The appeal must be filed within 10 business days after the meeting with the faculty or staff member.
3. The supervisor receiving the grievance will do the following within 10 business days:
 - a. Inform the faculty or staff member of the receipt of the grievance/appeal.
 - b. Investigate the situation which may include but not be limited to requesting a statement of circumstances relevant to the grievance from the faculty or staff member, a conference with either or both parties, and additional documents and other information relevant to the situation.
 - c. Provide a decision in writing regarding the grievance within 10 business days after the requested documents are received and/or conferences concluded.
4. If the student wishes to appeal the supervisor's decision, the student must pursue the appeal through the College's administrative structure up to the appropriate Dean/Vice President by repeating steps 2 and 3.
5. Should the grievance/appeal reach the level of the appropriate Dean/Vice President, the decision of the Dean/Vice President is final. Appeals

To ensure fairness and respect to all parties involved, an appeal of a grievance/decision should meet certain criteria. When appealing, a student should demonstrate that the investigation/decision meets at least one of the following criteria:

1. Due process was not provided or the appeal was not thoroughly considered/investigated
2. The result of the resolution/decision is not appropriate for the appeal
3. New information has become available that was not available at the time of the original resolution/decision

Should a student fail to demonstrate that the appeal meets one of the above criteria, the supervisor may elect to not consider the appeal and will notify the student in writing. At this point, the decision of the supervisor is final.

Record Keeping

In accordance with Higher Learning Commission (HLC) regulations, the College is required to maintain documentation on student complaints and their resolutions. In the event that a division chair, director, supervisor, administrator, etc., receive a formal, written grievance, the supervisor must document the grievance on the Complaint Record form, which details the grievance and resolution to the agreement. All Complaint Record forms will be forwarded to the office of the Executive Dean of Student Services for record keeping. Twice an academic year, the

President's Cabinet will review a summary of the grievances to inform the policy and procedure making process.

AFFIRMATIVE ACTION

Maggie Calcaterra, Academic Advisor, is the Title IX Affirmative Action Officer for students. Ms. Calcaterra is responsible for assuring students that the college does not tolerate discrimination of any type. Her office is located in E-Bldg, 1st floor, phone: 618-252-5400 x 2431. Regular Hours: Monday – Friday 8 a.m. - 4:30 p.m. Summer hours: Monday - Thursday 8:00 a.m.- 4:30 p.m. Please call for an appointment.

ALCOHOLIC BEVERAGES AND DRUGS

State and local ordinances, which prohibit the use and/or sale of alcohol, drugs, and tobacco, shall be observed. The local board policy at Southeastern prohibits the use of trafficking in alcoholic beverages or drugs in any activity sponsored by the College regardless of the location. This regulation is strictly enforced. Violators will be prosecuted.

AMERICANS WITH DISABILITIES ACT

Southeastern Illinois College adheres to the policy and practice as put forth in both the Federal Rehabilitation Act, Section 504, and the Americans with Disabilities Act, 1990. Southeastern Illinois College strives to make available its facilities, services, and educational programs to any individual with a disability. Southeastern Illinois College will provide any reasonable accommodations to qualified individuals with disabilities. Individuals requiring special accommodations must submit documentation to the ADA Advisor in Student Affairs, verifying the nature of the disability at the time of admission or at the time that a request for accommodation is made. Recommendations for auxiliary aids and services will be made on a case-by-case basis.

CAMPUS CRIME STATISTICS

In accordance with the provisions of the Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act, a paper copy of Southeastern's crime statistics is available upon request in the Office of the Executive Dean for Student Services and Enrollment, Room E 129 or at www.sic.edu/your-right-to-know.

Policy Statement Addressing Timely Warning

Timely Warning

In the event that a situation arises, either on or off campus, that, in the judgment of the Chief Student Services Officer/Executive Dean of Student Services or Chief Financial Officer/Executive Dean of Administrative Services, constitutes an ongoing or continuing threat, a campus wide "timely warning" will be issued. The warning will be issued through the college e-mail system to students, faculty, staff and the campus' text messaging system.

Depending on the particular circumstances of the crime, especially in all situations that could pose an immediate threat to the community and individuals, Campus Security may also post a notice on the campus-wide electronic bulletin board on the College web site at: www.sic.edu, providing the College community with more immediate notification. Anyone with information warranting a timely warning should report the circumstances to the Campus Security office, by phone (618-252-5400 ext. 2911) or in person at A152 B.

Policy Statement Addressing Preparation of Disclosure of Crime Statistics

Policy for Reporting the Annual Disclosure of Crime Statistics

The office of the Chief Student Services Officer/Executive Dean of Student Services prepares this report to comply with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. The report is located on our web site at <http://www.sic.edu/your-right-to-know/jeanne-clery-disclosure>. You will also be able to connect to our site via the SIC Home page at www.sic.edu. This report is prepared in cooperation with the local law enforcement agencies surrounding our main campus and alternate sites. Each entity provides updated information on their educational efforts and programs to comply with the Act.

Campus crime, arrest and referral statistics include those reported to the SIC Campus Security, designated campus officials (including but not limited to directors, deans, division chairs, designated SIC staff, student affairs, advisors to students/student organizations, athletic coaches), and local law enforcement agencies. These statistics may also include crimes that have occurred in private residences or businesses and is not required by law.

Each year, an e-mail notification is made to all enrolled students that provides the web site to access this report. Copies of the report may also be obtained in the office of the Chief Student Services Officer/Executive Dean of Student Services located in E128 or by calling (618) 252-5400 ext. 2400. All prospective employees may obtain a copy from Human Resources.

Policy Statement Addressing the Reporting of Criminal Offenses

To report a crime:

Contact Campus Security at 618-252-5400 ext. 2911 (non-emergencies), dial 9-1-1 (emergencies only). Any suspicious activity or person seen in the parking lots or loitering around vehicles, inside building should be reported to the police department. In addition you may report a crime to the following individuals:

| Title | Location (618) 252-5400 |
|---|------------------------------------|
| Director of Environmental Services | A152 A Ext. 2570 |
| Environmental Services Secretary | A152 Ext. 2572 |
| Chief Student Services Officer/Executive Dean of Student Services | E128 Ext. 2400 |
| Administrative Assistant to the Chief Student Services Officer/Executive Dean of Student Services | E129 Ext. 2401 |
| Chief Financial Officer/Executive Dean of Administrative Services | E245 Ext. 2500 |
| Assistant to the Chief Financial Officer/Executive Dean of Administrative Services | E254 Ext. 2510 |
| Campus Security | A 152B Ext. 2911 |
| Campus Safety Coordinator | G132 Ext. 2312 |
| Title IX Coordinator | E132 Ext. 2431 |

Policy Statement Addressing Voluntary Confidential Reporting

Confidential Reporting Procedures

If you are the victim of a crime and do not want to pursue action within the College System or the criminal justice system, you may still want to consider making a confidential report. With your permission, Campus Security or a designee of SIC can file a report on the details of the incident without revealing your identity. The purpose of a confidential report is to comply with your wish to keep the matter confidential, while taking steps to ensure the future safety of yourself and others. With such information, the College can keep an accurate record of the number of incidents involving students, determine where there is a pattern of crime with regard to a particular location, method, or assailant, and alert the campus community to potential danger. Reports filed in this manner are counted and disclosed in the annual crimes statistics for the institution.

Policy Statement Addressing Limited Voluntary Confidential Reporting

CRIME REPORTING

Southeastern Illinois College encourages anyone who is the victim or witness to any crime to promptly report the incident to the police. Please note, police reports are public records under state law. Confidential reports for purposes of inclusion in the annual disclosure of crime statistics can generally be made to other SIC campus security authorities, as identified above.

Policy Statement Addressing Security and Access

Access Policy

During business hours, the College will be open to students, parents, employees, contractors, guests, and invitees. During non-business hours, access to all College facilities is by key, if issued, or by admittance via the Campus Security. In the case of periods of extended closing, the College will admit only those with prior written approval to all facilities.

Some facilities may have individual hours, which may vary at different times of the year. Examples are the Fitness Center, the Library, etc. In these cases, the facilities will be secured according to schedules developed by the department responsible for the facility.

Emergencies may necessitate changes or alterations to any posted schedules. Areas that are revealed as problematic have security surveys conducted of them. Administrators from the Dean's Office, Environmental Services, and other concerned areas review these results. These surveys examine security issues such as landscaping, locks, alarms, lighting, and communications.

Policy Statement Addressing Campus Law Enforcement (For Institutions Whose Police Do Not Have Arrest Authority)

Southeastern Illinois College Campus Security have the authority to ask persons for identification and to determine whether individuals have lawful business at Southeastern Illinois College. Southeastern Illinois College Campus Security officers have the authority to issue parking tickets, which are billed to financial accounts of students, faculty, and staff. Security officers do not possess arrest power. Criminal incidents are referred to the local police who have jurisdiction on the campus. The Southeastern Illinois College Campus Security maintains a highly professional working relationship with the Saline County Sheriff's Office, Harrisburg Police, and Eldorado Police. All crime victims and witnesses are strongly encouraged to immediately report the crime to the Campus Security office and the appropriate police agency. Prompt reporting will assure timely warning notices on-campus and timely disclosure of crime statistics.

Policy Statement Addressing the Encouragement of Accurate and Prompt Crime Reporting

General Procedures for Reporting a Crime or Emergency

Community members, students, faculty, staff, and guests are encouraged to report all crimes and public safety related incidents to Southeastern Illinois College Campus Security in a timely manner. This publication focuses on Southeastern Illinois College Campus Security because it patrols the majority of the main campus. However, appropriate law enforcement should be contacted when incidents, emergencies, or crimes occur in the off main campus locations.

To report a crime or an emergency on the main campus, call Southeastern Illinois College Campus Security at extension 2911 or, from outside the College phone system, (618)-252-5400 ext. 2911.

To report a crime or emergency on the Carmi-campus, call Carmi Police at (618) 382-4633.

All Southeastern Illinois College Campus Security incident reports are forwarded to the Chief Student Services Officer/Executive Dean of Student Services office for review and potential action by the Student Code of Conduct. Southeastern Illinois College Campus Security will investigate a report when it is deemed appropriate. Additional information obtained via the investigation will also be forwarded to the Chief Student Services Officer/Executive Dean of Student Services office.

If assistance is required from the Saline County Sheriff's Department or the Fire Department, Southeastern Illinois College Campus Security will contact the appropriate unit. If a sexual assault or rape should occur, staff on the scene, including Southeastern Illinois College Campus Security, will offer the victim assistance and contact the Saline County Sheriff's Office.

This publication contains information about on-campus and off campus resources. That information is made available to provide SIC community members with specific information about the resources that are available in the event that they become the victim of a crime. The information about "resources" is not provided to infer that those resources are "reporting entities" for SIC.

Crimes should be reported to the Southeastern Illinois College Campus Security to ensure inclusion in the annual crime statistics and to aid in providing timely warning notices to the community, when appropriate.

Statement Addressing Counselors (For Institutions Without Confidential Reporting Procedures)

All reports will be investigated. The College does not have procedures for voluntary, confidential reporting of crime statistics. Violations of the law will be referred to law enforcement agencies and when appropriate, to the Threat Assessment Team for review. When a potentially dangerous threat to the College community arises, timely reports or warning will be

issued through e-mail announcements, the posting of flyers at local campuses, in-class announcements, or other appropriate means.

Policy Statement Addressing Security Awareness Programs

Security Awareness Programs

During new student orientation students are provided information of services offered by the Southeastern Illinois College Campus Security and ways to maintain personal safety. Similar information is presented to new employees.

Periodically during the academic year the Threat Assessment Team, in cooperation with other College organizations and departments, may present crime prevention awareness information on sexual assault (rape and acquaintance rape), theft, vandalism, and personal safety and security.

A common theme of all awareness and crime prevention programs is to encourage students and employees to be aware of their responsibility for their own security and the security of others.

In addition, information may be disseminated to students and employees through monthly educational emails, crime prevention awareness packets, security alert posters, displays, videos, and articles and advertisements in College and student publications.

When time is of the essence, information is released to the College community through security alerts posted prominently throughout campus, through computer memos sent over the College's electronic mail system and a text messaging broadcasting system.

Policy Statement Addressing Crime Prevention Programs

Crime Prevention Programs

The Threat Assessment Team and Campus Security provide information on crime prevention and personal safety throughout the year. Information may be disseminated through email, informational fliers at new student and new employee orientations, or other means. Information includes educational strategies and tips on how individuals can protect themselves from sexual assault, theft and other crimes.

Policy Statement Addressing Criminal Activity Off-Campus (For Institutions Whose Police Do Not Monitor Off-Campus Activity)

The Student Services office maintains contact with recognized student organizations and competitive teams. Southeastern Illinois College Campus Security do not provide law enforcement service to off-campus residences or activities off-campus recognized by College authority. Student Services and Campus Security members enjoy a close working relationship with the Saline County Sheriff's Office and the Illinois State Police when violations of federal, state, or local laws surface. This cooperative team approach addresses situations as they arise as well as future concerns.

Policy Statement Addressing Substance Abuse Education

ALCOHOL AND SUBSTANCE ABUSE INFORMATION

PREVENTION PROGRAMS

The College has developed a policy and program to prevent the illicit use of drugs and the abuse of alcohol by students and employees. The program provides services related to drug use and abuse including dissemination of informational materials, educational programs, counseling services, referrals and college disciplinary actions.

LOCAL, STATE & FEDERAL LEGAL SANCTIONS

Legal Sanctions – Laws Governing Alcohol

The State of Illinois sets 21 as the minimum age to purchase or possess any alcoholic beverage. Specific ordinances regarding violations of alcohol laws, including driving while intoxicated.

A violation of any law regarding alcohol is also a violation of the College's Student Code of Conduct and will be treated as a separate disciplinary matter by the College.

Notice of Availability of Annual Security Report

A copy of Southeastern Illinois College's Annual Security Report includes statistics for the previous three years concerning reported crimes that occurred on-campus; in certain off-campus buildings or property owned or controlled by Southeastern Illinois College; and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes institutional policies concerning campus security, such as policies concerning sexual assault, and other matters. You can obtain a copy of this report by contacting the Chief Student Services Officer/Executive Dean of Student Services office or by accessing the following web site: <http://www.sic.edu/your-right-to-know/jeanne-clery-disclosure>

Statement on the State Sex Offender Registry

Information regarding the state of Illinois Sex Offender Information can be obtained at the following website: <http://www.isp.state.il.us/sor/>

Procedures Implementing Southeastern Illinois College's Prohibition of Sexual Discrimination, Harassment, and Misconduct

I. Purpose

The College is committed to maintaining a safe and healthy educational and employment environment that is free from discrimination, harassment and misconduct on the basis of sex, which includes sexual

orientation or gender-related identity. The purpose of this procedure is to implement the College's Sexual Discrimination, Harassment and Misconduct Policies, ensure a safe and healthy educational and employment environment, and meet legal requirements in accordance with: Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in the College's programs or activities; relevant sections of the Violence Against Women Reauthorization Act; Title VII of the Civil Rights Act of 1964, which prohibits discrimination on the basis of sex in employment; relevant sections of the Illinois Human Rights Act, which prohibits discrimination on the basis of sex or sexual orientation, including gender-related identity; the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, which requires timely warning to the community of certain immediate threats; and the Illinois Preventing Sexual Violence in Higher Education Act.

The College has an affirmative duty to take immediate and appropriate action once it knows of any act of sexual discrimination, harassment and/or misconduct in any of its educational or employment programs or activities. The College will promptly and thoroughly investigate any complaints of sexual discrimination, harassment and/or misconduct in accordance with the procedures set forth below.

II. Jurisdiction

The College's Sexual Discrimination, Harassment and Misconduct Procedures apply to students, faculty, staff, appointees, or third parties, regardless of sexual orientation or gender-identity, whenever the misconduct occurs:

A. On College property; or

B. Off College property if:

1. The conduct was in connection with a College or College-recognized program or activity;
or
2. The conduct may have the effect of creating a hostile environment for a member of the College community.

III. Scope

A. Students

Sections I-II, III(A), and IV-XIV governs sexual discrimination, harassment and/or misconduct involving students, such as:

1. A student victim and/or complainant and a student respondent;
2. A student victim and/or complainant and an employee or third-party respondent;
3. An employee victim and/or complainant and a student respondent; and
4. A third-party victim and/or complainant and a student respondent.

B. Non-Students

The following Sections govern sexual discrimination, harassment and/or misconduct which solely involve employees and/or third parties:

- Section I, Purpose
- Section II, Jurisdiction
- Section III(B), Scope
- Section IV, Definitions
- Section V(B), Administration
- Section VI, Options for Assistance Following an Incident of Sexual Discrimination, Harassment and/or Misconduct
- Section IX, Interim Measures
- Section X, Miscellaneous
- Section XIV, Training
- Section XV, Procedures Governing Complaints Solely Involving Employees and/or Third Parties

IV. Definitions

- A. Awareness Programming:** institutional action designed to communicate the prevalence of sexual violence, including without limitation training, poster and flyer campaigns, electronic communications, films, guest speakers, symposia, conferences, seminars, or panel discussions.
- B. Bystander Intervention:** the act of challenging the social norms that support, condone, or permit sexual discrimination, harassment and/or misconduct. A bystander is anyone who observes an emergency or a situation that looks like someone could use some help. They must then decide if they are comfortable stepping in and offering assistance.
- C. Confidential Advisor:** a person who is employed or contracted by the College to provide emergency and ongoing support to student survivors of sexual violence. Confidential advisors receive 40 hours of training on sexual violence before being designated as confidential advisors, and thereafter receive a minimum of six hours of annual training on issues related to sexual violence. Confidential advisors also receive period training on the College administrative process, interim protective measures and accommodations, and complaint resolution procedures. Confidential advisors may include persons employed by a community-based sexual assault crisis center with whom the College partners. Individuals designated as “Responsible Employees” in Section VII(B), below, are not confidential advisors.
- D. Consent:** Consent is knowing, voluntary and clear permission by word or action, to engage in mutually agreed upon sexual activity. Consent may not be inferred from silence, passivity, or a lack of verbal or physical resistance. A person’s manner of dress does not constitute consent. Past consent to sexual activities, or a current or previous dating relationship, does not imply ongoing or future consent. Consent to some sexual contact (such as kissing or fondling) cannot be presumed to be consent for other sexual activity (such as intercourse). Consent to engage in sexual activity with one person does not constitute consent to engage in sexual activity with another person. Consent may be withdrawn at any time. A person cannot consent to sexual activity if that person is unable to understand the nature of the activity or give knowing consent due to circumstances, including without limitation the following: 1) the person is incapacitated due to the use or influence of alcohol or drugs; 2) the person is asleep or unconscious; 3) the person is under age; or 4) the person is incapacitated due to a mental disability. The existence of consent is based on the totality of the circumstances, including the context in which the alleged incident occurred. Coercion, force, or the threat of either invalidates consent.
- E. Dating Violence:** The term dating violence means violence committed by a person: 1) who is or has been in a social relationship of a romantic or intimate nature with the victim; and 2) where the

existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

- F. Domestic Violence:** Includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the State of Illinois, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the State of Illinois.
- G. Hate Crime:** an act or an attempted act that violates a criminal statute by any person that in any way constitutes an expression of hostility toward the victim because of his or her sex, race, ethnicity, religion, age, disability, national origin, sexual orientation, or gender-related identity, color, marital status, military status or unfavorable military discharge.
- H. Hostile Environment Caused by Sexual Harassment:** a sexually harassing hostile environment is created when conduct by an individual is so severe, pervasive or persistent that it denies or limits an individual's ability to participate in or receive the benefits, services or opportunities of the College's educational programs or activities or the individual's employment access, benefits or opportunities. In determining whether a hostile environment has been created, the conduct in question will be considered from both a subjective and an objective perspective of a reasonable person in the alleged victim's position, considering all the circumstances.
- I. Incapacitation:** When a person is incapable of giving consent due to the person's age, use of drugs or alcohol, or because an intellectual or other disability which prevents the person from having the capacity to give consent.
- J. Intimidation:** To make timid or fearful, to compel or deter by or as if by threats. Intimidation is a form of retaliation prohibited by the College's Sexual Discrimination, Harassment and Misconduct Policy and Procedures.
- K. Preponderance of the Evidence:** when considering all the evidence in the case, the decision maker is persuaded that the allegations are more probably true than not true.
- L. Primary Prevention Programming:** institutional action and strategies intended to prevent sexual violence before it occurs by means of changing social norms and other approaches, including without limitation training, poster and flyer campaigns, electronic communications, films, guest speakers, symposia, conferences, seminars, or panel discussions.
- M. Retaliation:** Any form of retaliation, including intimidation, threats, harassment and other adverse action taken or threatened against any complainant or person reporting or filing a complaint alleging sexual discrimination, harassment or misconduct or any person cooperating in the investigation of such allegations (including testifying, assisting or participating in any manner in an investigation) is strictly prohibited. Action is generally deemed adverse if it would deter a reasonable person in the same circumstances from opposing practices prohibited by the College's Sexual Discrimination, Harassment and Misconduct Policy and Procedures. Retaliation may result in disciplinary or other action independent of the sanctions or interim measures imposed in response to the allegations of sexual discrimination, harassment or misconduct.

N. Sexual Assault: Any type of sexual contact or behavior that occurs by force or coercion or without consent of the recipient of the unwanted sexual activity. It includes sexual acts against a person who is unable to consent either due to age or lack of capacity or impairment. Examples include forced sexual intercourse, sodomy, child molestation, incest, fondling, attempted rape, statutory rape and rape. Sexual assault can occur between members of the same or opposite sex. Sexual assault includes any forced act against one's will where sex is the weapon.

- “Non-consensual sexual contact” is any intentional sexual touching, however slight, with any object, by a man or a woman upon a man or a woman that is without consent and/or by force. Sexual Contact is Intentional contact with the breasts, buttock, groin, or genitals, or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts; any intentional bodily contact in a sexual manner, though not involving contact with/of/by breasts, buttocks, groin, genitals, mouth or other orifice.
- “Non-consensual sexual intercourse” is any sexual intercourse, however slight, with any object, by a man or woman upon a man or a woman that is without consent and/or by force. Intercourse includes: vaginal penetration by a penis, object, tongue or finger, anal penetration by a penis, object, tongue, or finger, and oral copulation (mouth to genital contact or genital to mouth contact), no matter how slight the penetration or contact.

O. Sex Discrimination: Discrimination on the basis of sex, sexual orientation or gender-related identity. Sex discrimination includes sexual harassment, sexual misconduct and sexual violence.

P. Sexual Exploitation: Occurs when a person takes non-consensual or abusive sexual advantage of another for anyone’s advantage or benefit other than the person being exploited, and that behavior does not meet the definition of sexual assault. Sexual exploitation includes prostituting another person, non-consensual visual or audio recording of sexual activity, non-consensual distribution of photos or other images of an individual’s sexual activity or intimate body parts with an intent to embarrass such individual, non-consensual voyeurism, knowingly transmitting HIV or a sexually transmitted disease to another, or exposing one’s genitals to another in non-consensual circumstances.

Q. Sexual Harassment: Unwelcome sexual advances, requests for sexual acts or favors, and other verbal, non-verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made explicitly or implicitly a term or condition of an individual’s employment, academic advancement, evaluation, or grades;
- Submission to or rejection of such conduct by an individual is used as a basis for employment, academic advancement, evaluation, or grading decisions affecting that individual;
- Such conduct has the purpose or effect of substantially interfering with an individual’s employment or educational performance or creating an intimidating, hostile, or offensive employment or educational environment; or
- Such conduct denies or limits an individual’s ability to participate in or receive the benefits, services or opportunities of the College’s educational programs or activities or the individual’s employment access, benefits or opportunities.

Examples of conduct of a sexual nature include:

- Verbal: Specific demands for sexual favors, sexual innuendoes, sexually suggestive comments, jokes of a sexual nature, sexual propositions, or sexual threats.

- **Non-Verbal:** Sexually suggestive emails, other writings, articles or documents, objects or pictures, graphic commentaries, suggestive or insulting sounds or gestures, leering, whistling, or obscene gestures.
 - **Physical:** Touching, pinching, brushing the body, or any unwelcome or coerced sexual activity, including sexual assault.
- R. Sexual Misconduct:** Includes sexual assault, sexual exploitation, dating violence, domestic violence, sexual violence and stalking.
- S. Sexual Violence:** Physical sexual acts attempted or perpetuated against a person's will or where a person is incapable of giving consent (e.g. due to the person's age, use of drugs or alcohol, or because an intellectual or other disability prevents the person from having the capacity to give consent). Sexual violence includes, but is not limited to, rape, sexual assault, sexual battery, sexual abuse and sexual coercion. All such acts of sexual violence are forms of sex discrimination prohibited by Title IX.
- T. Survivor:** an individual who has experienced sexual violence, domestic violence, dating violence, or stalking while enrolled, employed, or attending an event at a higher education institution.
- U. Survivor-Centered:** a systematic focus on the needs and concerns of a survivor of sexual violence, domestic violence, dating violence, or stalking that: 1) ensures the compassionate and sensitive delivery of services in a nonjudgmental manner; 2) ensures an understanding of how trauma affects survivor behavior; 3) maintains survivor safety, privacy, and, if possible, confidentiality; and 4) recognizes that a survivor is not responsible for the sexual violence, domestic violence, dating violence, or stalking.
- V. Stalking:** Engaging in a course of conduct directed at a specific person that would cause a reasonable person to: 1) fear for his or her safety or the safety of others; or 2) suffer substantial emotional distress.
- W. Threat:** Any oral or written expression or gesture that could be interpreted by a reasonable person as conveying an intent to cause harm to persons or property.
- X. Trauma-Informed Response:** a response involving an understanding of the complexities of sexual violence, domestic violence, dating violence, or stalking through training centered on the neurobiological impact of trauma, the influence of societal myths and stereotypes surrounding sexual violence, domestic violence, dating violence, or stalking, and understanding the behavior of perpetrators.

V. Administration

A. Title IX Coordinator

The College has designated the Academic Advisor—Transfer Specialist as the Title IX Coordinator.

Academic Advisor—Transfer Specialist
Southeastern Illinois College 3575
College Rd.
Harrisburg, IL 62946
Room E132

Telephone: (618) 252-5400 ext. 2431

Email: titleix@sic.edu

Responsibilities of the Title IX Coordinator include:

- Overseeing the College's response to all Title IX reports and complaints and identifying and addressing any patterns or systemic problems revealed by such reports and complaints.
 - A Title IX complaint includes complaints alleging sexual discrimination, sexual harassment and/or sexual misconduct (as those terms are defined herein) which involve a College student as the victim and/or complainant or as the respondent.
- Being informed of all reports and complaints raising Title IX issues, including those initially filed with another individual or office or if the investigation will be conducted by another individual or office.
- Ensuring that adequate training is provided to students, faculty and staff on Title IX issues.
- Conducting Title IX investigations, including investigating facts relative to a complaint and recommending appropriate sanctions against the perpetrator and remedies for the complaint.
- Determining appropriate interim measures for a victim and/or complainant upon learning of a report or complaint of sexual violence.
- Ensuring that appropriate policies and procedures are in place for working with law enforcement and coordinating services with local victim advocacy organizations and services providers, including rape crisis centers.
- Promoting an educational and employment environment which is free of sexual discrimination and gender bias.

Inquiries concerning the application of Title IX may be referred to the Title IX Coordinator or to the United States Department of Education's Office for Civil Rights:

Office for Civil Rights, *Chicago Office*
U.S. Department of Education
Citigroup Center
500 W. Madison Street, Suite 1475
Chicago, IL 60661-4544
Telephone: (312) 730-1560
Email: OCR.Chicago@ed.gov

B. Department of Human Resources

The Department of Human Resources will partner with the Chief Student Services Officer and/or the Title IX Coordinator with respect to any Title IX complaints which involve a College employee as the victim and/or complainant or as the respondent.

The Department of Human Resources will oversee the College's response to all complaints of sexual discrimination, harassment and/or misconduct which solely involve employees and/or third parties.

VI. Options for Assistance Following an Incident of Sexual Discrimination, Harassment or Misconduct

A. Immediate Assistance

- On- and Off-Campus Counselors and Advocates. The following on- and off-campus counselors and advocates can provide an immediate confidential response in a crisis situation:

*The Women's Center
610 S. Thompson Street
Carbondale, IL 62901
(800) 334-2094 or (618) 549-4807

*The Women's Center 1111
Anker Drive
Marion, IL 62959
(800) 334-2094 or (618) 993-3178

*The Women's Center
540 N. Commercial Dr., Ste. 192
Harrisburg, IL 62946
(800) 334-2094 or (618) 294-8641

*Indicates Confidential Advisors as defined in Section IV(C), above.

- Emergency Response. Anyone who experiences or observes an emergency situation should immediately call 911 and/or one of the phone numbers listed below:

Campus Security
Southeastern Illinois College
(618) 252-5400 ext. 2911

Saline Co. Sheriff's Department
(618) 252-8661 or (618) 252-8662

- On- and Off-Campus Health Care Options. Victims may seek treatment for injuries, preventative treatment for sexually transmitted disease, and other health services by contacting the following for health care options:

*Harrisburg Medical Center
100 Dr. Warren Tuttle Drive
Harrisburg, IL 62946
(618) 253-7671

*Indicates health care options which provide medical forensic services (rape kits) and/or Sexual Assault Nurse Examiners at no cost pursuant to the Illinois Sexual Assault Survivors Emergency Treatment Act (410 ILCS 70).

Seeking medical treatment also serves to preserve physical evidence of sexual violence.

B. Ongoing Assistance for Students

1. On- and Off-Campus Counseling, Advocacy and Support.

*The Women's Center
610 S. Thompson Street
Carbondale, IL 62901
(800) 334-2094 or (618) 549-4807

*The Women's Center 1111
Anker Drive
Marion, IL 62959
(800) 334-2094 or (618) 993-3178

*The Women's Center
540 N. Commercial Dr., Ste. 192
Harrisburg, IL 62946
(800) 334-2094 or (618) 294-8641

Egyptian Health Department
1412 U.S. 45 North Eldorado,
IL 62930
(618) 273-3326

*Indicates Confidential Advisors as defined in Section IV(C), above.

2. Academic Accommodations and Interim Measures.

See Section X(C), below.

C. Ongoing Assistance for Employees

Human Resources Manager
E236
(618) 252-5400 ext. 2101

VII. Student Reporting and Confidentially Disclosing Sexual Discrimination, Harassment and/or Misconduct

The College encourages student victims of sexual discrimination, harassment and/or misconduct, including sexual violence, to talk to somebody about what happened so that victims can get the support they need and so that the College can respond appropriately. Different employees on campus have different abilities to maintain a student victim's confidentiality:

- Some employees are required to maintain near complete confidentiality.
- Some employees may talk to a student victim in confidence and generally only report to the College that an incident occurred without revealing any personally identifying information.
- Some employees are required to report all the details of an incident (including identities of the student victim and alleged perpetrator) to the Title IX Coordinator. A report to these employees,

called “Responsible Employees”, constitutes a report to the College and generally obligates the College to investigate the incident and take appropriate steps to address the situation.

The various reporting and confidential disclosure options available are set forth in further detail below. Regardless of to whom a report is made, the College is obligated to provide the student victim with concise information, written in plain language, concerning the student victim’s rights and options pursuant to this procedure.

Immunity for Good Faith Reporting: students who in good faith report an alleged violation of the College’s prohibition of sexual discrimination, harassment and misconduct will be granted immunity and will not receive a disciplinary sanction for a student conduct violation (for example, underage drinking) revealed in the course of reporting. Immunity will not be provided for student conduct violations which the College determines are egregious, including without limitation misconduct which places the health or safety of another person at risk.

A. Student Privileged and Confidential Communications

1. Mental-Health Counselors. Professional, licensed counselors who provide mental-health counseling to students (including those counselors who act in that role under the supervision of a licensed counselor) are not required to report any information about an incident to the Title IX Coordinator without a student victim’s permission.

Contact information for such mental-health counselors is as follows:

Egyptian Health Department
1412 U.S. 45 North Eldorado,
IL 62930
(618) 273-3326

2. Non-Mental-Health Counselors and Advocates. Individuals who work or volunteer in the oncampus Student Affairs offices, including front desk staff and students, can generally talk to a student victim without revealing any personally identifying information about an incident to the College. A student victim can seek assistance and support from these individuals without triggering a College investigation that could reveal the student victim’s identity or that the student victim has disclosed the incident.

While maintaining a student victim’s confidentiality, these individuals or their office should report the nature, date, time, and general location of an incident to the Chief Student Services Officer and/or the Title IX Coordinator. This limited report – which includes no information that would directly or indirectly identify the student victim – helps keep the Title IX Coordinator informed of the general extent and nature of sexual discrimination, harassment and misconduct on and off campus so the Title IX Coordinator can track patterns, evaluate the scope of the problem, and formulate appropriate campus-wide responses.

Contact information for such non-mental-health counselors and advocates is as follows:

The Women’s Center
610 S. Thompson Street
Carbondale, IL 62901
(800) 334-2094 or (618) 549-4807

The Women’s Center
1111 Anker Drive

Marion, IL 62959
(800) 334-2094 or (618) 993-3178

The Women's Center
540 N. Commercial Dr., Ste. 192
Harrisburg, IL 62946
(800) 334-2094 or (618) 294-8641

Mental-health counselors and non-mental-health counselors and advocates are Confidential Advisors as defined in Section IV(C), above. A student victim who speaks to a mental-health or non-mental-health counselor or advocate must understand that, if the student victim wants to maintain confidentiality, the College's ability to conduct an investigation into the particular incident or pursue disciplinary action against the alleged perpetrator(s) may be diminished.

Even so, these counselors and advocates will still assist the student victim in receiving other necessary protection and support, such as student victim advocacy, academic support or accommodations, disability, health or mental health services, and changes to living, working or course schedules. A student victim who at first requests confidentiality may later decide to file a complaint with the College or report the incident to law enforcement, and thus will have the incident fully investigated. These counselors and advocates will provide the student victim with assistance if the student victim wishes to do so.

Note: While these counselors and advocates may maintain a student victim's confidentiality vis-à-vis the College, they may have reporting or other obligations under state law. Any College employee who suspects or receives knowledge that a minor student may be an abused or neglected child or, for a student aged 18 through 21, an abused or neglected individual with a disability, is required to: 1) immediately report or cause a report to be made to the Illinois Department of Children and Family Services (DCFS) on its Child Abuse Hotline; and 2) follow directions given by DCFS concerning filing a written report within 48 hours with the nearest DCFS field office.

Also Note: If the College determines that the alleged perpetrator(s) pose a serious and immediate threat to the College community, Campus Security may be called upon to issue a timely warning to the community. Any such warning will not include any information that identifies the victim.

B. Student Reporting to "Responsible Employees"

A College employee who has the authority to redress sexual discrimination, harassment or misconduct, who has the duty to report incidents of such or other student misconduct, or who a student could reasonably believe has this authority or duty is a Responsible Employee. When a student victim tells a Responsible Employee about an incident of sexual discrimination, harassment or misconduct, the student victim has the right to expect the College to take immediate and appropriate steps to investigate what happened and to resolve the matter promptly and equitably.

A Responsible Employee must report to the Chief Student Services Officer and/or the Title IX Coordinator all relevant details about the alleged sexual violence shared by the student victim and that the College will need to determine what happened – including the names of the student victim and alleged perpetrator(s), any witnesses, and any other relevant facts, including the date, time and specific location of the alleged incident.

To the extent possible, information reported to a Responsible Employee will be shared only with people responsible for handling the College's response to the report.

The following categories of employees are the College's Responsible Employees:

- College Administrators
- Title IX Coordinator
- Supervisors and Managerial Staff
- Faculty
- Campus Security
- Coaches

Before a student victim reveals any information to Responsible Employee, the employee should ensure that the student victim understands the employee's reporting obligations – and, if the student victim wants to maintain confidentiality, direct the student victim to the confidential resources listed above.

If the student victim wants to tell the Responsible Employee what happened but also maintain confidentiality, the employee should tell the student victim that the College will consider the request, but cannot guarantee that the College will be able to honor it. In reporting the details of the incident to the Title IX Coordinator, the Responsible Employee will also inform the Title IX Coordinator of the student victim's request for confidentiality.

C. Student Requesting Confidentiality From the College: How the College Will Weigh the Request and Respond

If a student victim discloses an incident to a Responsible Employee but wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, the College must weigh that request against the College's obligation to provide a safe, non-discriminatory environment for all students and employees, including the student victim.

If the College honors the request for confidentiality, a student victim must understand that the College's ability to meaningfully investigate the incident and pursue disciplinary action against the alleged perpetrator(s) may be diminished.

Although rare, there are times when the College may not be able to honor a student victim's request in order to provide a safe, non-discriminatory environment for all students and employees.

The College has designated the following individual(s) to evaluate requests for confidentiality:

- Chief Student Services Officer
- Chief Financial Officer
- Human Resources Manager
- Title IX Coordinator

When weighing a student victim's request for confidentiality or that no investigation or discipline be pursued, a range of factors will be considered, including the following:

- The increased risk that the alleged perpetrator(s) will commit additional acts of sexual discrimination, harassment or misconduct, such as:
 - Whether there have been other sexual discrimination complaints about the same alleged perpetrator;
 - Whether the alleged perpetrator has a history of arrests or records from a prior school indicating a history of misconduct or violence;
 - Whether the alleged perpetrator threatened further sexual discrimination or violence against the student victim or others;

- Whether the sexual discrimination was committed by multiple perpetrators;
- Whether the sexual discrimination, harassment or misconduct was perpetrated with a weapon;
- Whether the student victim is a minor;
- Whether the College possesses other means to obtain relevant evidence of the sexual discrimination, harassment or misconduct (e.g., security cameras or physical evidence); and
- Whether the student victim's report reveals a pattern of perpetration (e.g., via illicit use of drugs or alcohol) at a given location or by a particular group.

The presence of one or more of these factors could lead the College to investigate and, if appropriate, pursue disciplinary action. If none of these factors is present, the College will likely respect the student victim's request for confidentiality.

If the College determines that it cannot maintain a student victim's confidentiality, the College will inform the student victim at the earliest point possible and will, to the extent possible, only share information with people responsible for handling the College's response.

If the College determines that it can respect a student victim's request for confidentiality, the College will also take immediate action as necessary to protect and assist the student victim.

If a victim's request for confidentiality limits the College's ability to formally investigate a particular allegation, the College may take steps to limit the effects of the alleged sexual discrimination, harassment and/or misconduct and prevent its recurrence without initiating formal action against the alleged perpetrator or revealing the identity of the student complainant. Such action may include, but is not limited to:

- Providing increased monitoring, supervision, or security at locations or activities where the alleged misconduct occurred;
- Providing training and education materials for students and employees;
- Revising and publicizing the College's policies regarding sexual discrimination, harassment and misconduct; and
- Conducting climate surveys regarding sexual misconduct.

VIII. Employee Reporting and Disclosing Sexual Discrimination, Harassment and/or Misconduct of a Student

In addition to the reporting requirements for Responsible Employees (see Section VII(B), above), all College employees who have information regarding sexual discrimination, harassment and/or misconduct of a student are encouraged to report it to the Chief Student Services Officer and/or Title IX Coordinator or any Responsible Employee.

IX. Interim Measures

The College will remain ever mindful of the victim's well-being, and will take ongoing steps to protect the victim from retaliation or harm and work with the victim to create a safety plan. Retaliation against the victim, whether by students or College employees, will not be tolerated. The College will also:

- Assist the victim in accessing other available victim advocacy, academic support, counseling disability, health or mental health services, and legal assistance both on and off campus;
- Provide other security and support, helping to change working arrangements or course schedules (including for the alleged perpetrator(s) pending the outcome of an investigation) or adjustments for assignments or tests; and
- Inform the victim of the right to report a crime to campus or law enforcement – and provide the victim with assistance if the victim wishes to do so.

The College may not require a victim to participate in any Title IX investigation or in a disciplinary proceeding against a student.

Because the College is under a continuing obligation to address the issue of sexual discrimination, harassment and misconduct campus-wide, reports of such incidents (including non-identifying reports) will also prompt the College to consider broader remedial action – such as increased monitoring, supervision, or security at locations where the reported incident occurred; increasing education and prevention efforts, including to targeted population groups; conducting climate assessments/victimization surveys; and/or revisiting its policies and practices.

X. Miscellaneous

- A. Take Back the Night and Other Public Awareness Events.** Public awareness events such as “Take Back the Night,” the Clothesline Project, candlelight vigils, protests, “survivor speak outs” or other forums in which students disclose incidents are not considered notice to the College of sexual discrimination, harassment or misconduct for purposes of triggering its obligation to investigate any particular incident(s). Such events may, however, inform the need for campus-wide education and prevention efforts, and the College will provide information about students’ Title IX rights at these events.
- B. Electronic and/or Anonymous Reporting.** Although the College encourages victims to talk to someone, the College provides for an online system for electronic reporting. The reporter may choose to provide his/her identity or may choose to report anonymously. The system will notify the user (before s/he enters information) that entering personally identifying information may serve as notice to the College for the purpose of triggering an investigation. Anonymous reports can be filed at <https://www.sic.edu/emergency-security/anonymous-crime-report-form>. Where a reporter chooses to provide his/her identity and contact information, the College shall respond to the reporter within 12 hours.
- C. Off-Campus Counselors and Advocates.** Off-campus counselors, advocates, and health care providers will also generally maintain confidentiality and not share information with the College unless the victim requests the disclosure and signs a consent or waiver form. Contact information for such off-campus resources is as follows:

*The Women's Center
610 S. Thompson Street
Carbondale, IL 62901
(800) 334-2094 or (618) 549-4807

*The Women's Center
1111 Anker Drive
Marion, IL 62959
(800) 334-2094 or (618) 993-3178

*The Women's Center
540 N. Commercial Dr., Ste. 192
Harrisburg, IL 62946
(800) 334-2094 or (618) 294-8641

Egyptian Health Department
1412 U.S. 45 North
Eldorado, IL 62930
(618) 273-3326

*Indicates Confidential Advisors as defined in Section IV(C), above.

Note: While these off-campus counselors and advocates may maintain a victim's confidentiality vis-à-vis the College, they may have reporting or other obligations under state law.

- D. Clery Act Reporting Obligations.** Pursuant to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("Clery Act," 20 U.S.C. 1092(f)), the College maintains a public crime log and publishes an Annual Security Report ("ASR") available to all current students and employees. The ASR documents three calendar years of select campus crime statistics (including statistics regarding incidents of dating violence, domestic violence, and stalking), security policies and procedures, and information on the basic rights guaranteed to victims of sexual assault. The Clery Act also requires the College to issue timely warnings to the campus community about crimes that have already occurred but may continue to pose a serious or ongoing threat to students and employees.

XI. Title IX Complaint Investigation Procedures

A. Investigation Procedures

1. Initiation of Investigation by the Chief Student Services Officer and/or the Title IX Coordinator: Upon receipt of a Title IX complaint of sexual discrimination, harassment and/or misconduct, including sexual violence, the Chief Student Services Officer and/or the Title IX Coordinator will initiate a prompt, fair and thorough investigation. The investigation will be conducted by the Chief Student Services Officer and/or the Title IX Coordinator or his/her designee, and the College will conclude the investigation within 60 calendar days or less. Where the allegations are complex or other factors delay the investigative process, an extension may be granted. The Standards of Conduct outlines the investigative process.

With respect to Title IX complaints that relate to a College employee as the victim and/or complainant or as the respondent, the Chief Student Services Officer and/or the Title IX Coordinator will partner with the Department of Human Resources in investigating the complaint. In cases involving a College employee Respondent, the Department of Human Resources will recommend appropriate sanctions against the College employee respondent. The Sexual Harassment and Anti-Discrimination Policy outlines the investigative process.

2. Interim Measures Provided: During the investigation, the Chief Student Services Officer and/or the Title IX Coordinator will ensure the victim and/or complainant receive written notice of and the opportunity to obtain Interim Measures as set forth in Section IX, above, and will advise the victim and/or complainant of the right to file a complaint with Campus Police or law enforcement agencies.
3. Notice to Respondent:
 - a. Within 10 business days of receipt of a complaint, the respondent will be given written notice of the charges against him/her.
 - b. The respondent will be advised of the nature of the evidence against him/her (unless release of the evidence would endanger the health or safety of victim(s) or witness(es)).
4. Due Process Rights of Victim and/or Complainant and Respondent
 - a. The victim and/or complainant and student respondent will each be notified of the individual(s) with authority to make a finding or impose a sanction in their proceeding before the individual(s) initiate contact with either party. Both parties will have the opportunity to request a substitution if the participation of an individual with authority to make a finding or impose a sanction poses a conflict of interest.
 - b. The victim and/or complainant and student respondent will each be afforded the right to present information and witnesses relevant to his or her case.
 - c. When the victim and/or complainant or student respondent is requested to appear at an investigatory meeting or proceeding related to a complaint, he or she may be accompanied by an advisor. An advisor is defined as a family member, peer, staff/faculty member of the College, or a union representative; it does not include legal counsel or an attorney at law. The advisor must comply with any rules in the College's complaint resolution procedure regarding the advisor's role. If the advisor violates the rules or engages in behavior or advocacy that harasses, abuses or intimidates either party, a witness, or an individual resolving the complaint, that advisor may be prohibited from further participation.
 - d. If the respondent is a College employee, then any employee misconduct investigation procedures outlined in applicable employee guidebooks and/or collective bargaining agreements will apply.
5. Evidence Considered: Investigators will interview and receive evidence from the victim, complainant, respondent and any witnesses identified during the course of the investigation. The victim's prior sexual history with anyone other than the respondent will not be considered during the investigation or any proceeding related to a complaint. The mere fact of a current or previous consensual dating or sexual relationship between the victim and respondent does not itself imply consent or preclude a finding of sexual violence.
6. Preservation of Evidence: The Chief Student Services Officer and/or the Title IX Coordinator will provide the victim and/or complainant with information regarding the importance of preserving physical evidence of sexual violence and the availability of medical forensic services on at no charge pursuant to the Illinois Sexual Assault Survivors Emergency Treatment Act (410 ILCS 70). Any physical evidence gathered by the investigator will be preserved by Campus Security.

7. Concurrent Criminal Investigation: The existence of a concurrent criminal investigation by law enforcement agencies will not necessarily delay or interrupt the investigation procedures outlined herein. However, the law enforcement agency may request that the College investigation be temporarily suspended. In such cases, the College will evaluate the law enforcement agency's request to determine whether and for how long to suspend its investigation. It is understood that during an ongoing criminal investigation, information relevant to the pending case or prosecution may not be permitted to be shared with the College until the criminal investigation is closed.
8. Report of Investigation: At the conclusion of the investigation, the investigator will prepare a thorough report outlining the: complaint, investigation conducted and all relevant evidence obtained; investigator's conclusions with an explanation of reasoning and/or support for such conclusions; and recommendations for sanctions or other remedial action as appropriate. The investigator will submit his/her report to the Chief Student Services Officer and/or the Title IX Coordinator, Department of Human Resources and/or both, as appropriate.

B. Determination

1. Determination Based Upon Preponderance of the Evidence: The Chief Student Services Officer and/or the Title IX Coordinator shall review the investigator's report and all evidence gathered to determine whether the respondent engaged in sexual discrimination, harassment and/or misconduct in violation of College policy. The determination of violations shall be made based on the preponderance of evidence, meaning whether it is more likely than not that this policy was violated. The Standards of Conduct outlines the investigative process.
2. Notice to Respondent: For student respondents, within seven (7) days after receipt of the investigator's report, the Chief Student Services Officer and/or the Title IX Coordinator will notify the student respondent via certified mail, return receipt requested, of his/her determination. If the Chief Student Services Officer and/or the Title IX Coordinator determines that the student respondent has violated the College's prohibition of sexual discrimination, harassment and/or misconduct, this notification will also advise the student respondent of:
 - a. Disciplinary sanctions; and
 - b. The right to appeal the determination and sanctions in accordance with the Appeal Procedures set forth in Section VIII, below.

For employee respondents, the Department of Human Resources will follow its obligation under any applicable College Policies and collective bargaining agreements in providing notice. The Sexual Harassment and Anti-Discrimination Policy outlines the investigative process.

3. Notice to Victim and/or Complainant: Concurrently with the notice provided to respondent, the Chief Student Services Officer and/or the Title IX Coordinator will notify the victim and/or complainant via certified mail, return receipt requested, of his/her determination. If the Chief Student Services Officer and/or the Title IX Coordinator determines that the respondent has violated the College's prohibition of sexual discrimination, harassment and/or misconduct, this notification will also advise the victim and/or complainant of:
 - a. Any individual remedies offered or provided to the victim and/or complainant;

- b. Disciplinary sanctions imposed on the respondent that directly relate to the victim and/or complainant;
- c. In sexual violence cases only, any disciplinary sanctions imposed on the respondent;
- d. The right to appeal the determination and sanctions in accordance with the Appeal Procedures set forth in Section XII, below; and
- e. If the College determines that a hostile environment exists, it will inform the victim and/or complainant of steps it has taken to eliminate the hostile environment and to prevent recurrence.

C. Sanctions, Protective Actions, and Remedies

1. Sanctions. Student respondents who have violated the College's prohibition of sexual discrimination, harassment and/or misconduct are subject to any sanctions set forth in the College's Standards of Conduct, up to and including expulsion.

College employee respondents who have violated the College's prohibition of sexual discrimination, harassment and/or misconduct will be subject to disciplinary action up to and including termination, consistent with any applicable employee guidebooks and/or collective bargaining agreement obligations.

2. Protective Actions. The College may take protective measures as appropriate, including nocontact orders, trespass notices, or other protective measures. Campus Security will enforce court ordered no-contact, restraining and/or protective orders to the fullest extent of the law.
3. Remedies. The College will administer remedies for the victim and/or complainant depending upon the specific nature of the complaint. In addition, the College may administer remedies for the College community as a whole.

Remedies for the victim and/or complainant may include, but are not limited to:

- Assisting the victim and/or complainant to change his/her academic and/or work environment if requested and if reasonably available;
- Providing an escort to ensure that the victim and/or complainant can move safely between classes and activities;
- Ensuring that the victim and/or complainant and the respondent do not attend the same classes;
- Providing counseling services;
- Providing medical services;
- Providing academic support services, such as tutoring;
- Arranging for the victim and/or complainant to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the victim and/or complainant's academic record; and
- Reviewing disciplinary actions taken against the victim and/or complainant to see if there is a causal connection between the harassment and the misconduct that may have resulted in the victim and/or complainant being disciplined.

Remedies for the College community as a whole may include, but are not limited to:

- Offering counseling, health, mental health, or other holistic and comprehensive victim services to all students and employees affected by sexual discrimination, harassment, and/or misconduct;
- Developing materials on sexual discrimination, harassment and misconduct for campuswide distribution to students, employees, and/or third-parties;
- Creating a committee of students and College officials to identify strategies for preventing and addressing sexual discrimination, harassment and misconduct; and
- Conducting periodic climate surveys to identify how students and employees perceive and experience sexual discrimination, harassment and misconduct at the College.

XII. Title IX Appeal Procedures for Victims and/or Complainants and Student Respondents

A victim and/or complainant or a student respondent who wishes to appeal the decision reached by the Chief Student Services Officer and/or the Title IX Coordinator at the conclusion of a formal investigation must submit a written request for appeal per the Standards of Conduct.

The appeal request must state the grounds for appeal. Appeals must be made on the basis of one or more of the following grounds:

1. Procedural error was committed.
2. The finding of facts contained in the decision included inaccurate information.
3. Specific evidence considered during the investigation is objectionable.
4. New evidence not offered during the investigation that would substantially change the outcome of the finding is now available. In such cases, the new evidence must be described.
5. The sanction imposed is lenient, excessive or otherwise disproportionate with the violation.

In the event a victim and/or complainant or a student respondent does not appeal within the required 10 business day period, the decision of the Chief Student Services Officer and/or the Title IX Coordinator will be final.

If the respondent is a College employee, then any employee misconduct appeal procedures outlined in applicable employee guidebooks and/or collective bargaining agreements will apply.

XIII. Prevention and Education for Students

The College will review on an ongoing basis, its sexual discrimination, harassment and misconduct prevention and education programming to ensure students and employees are provided substantive opportunities to learn about sexual discrimination, harassment and misconduct, including primary prevention, bystander intervention, risk reduction, consent, reporting methods, relevant College policies and procedures, retaliation, survivor-centered and trauma-informed response, relevant definitions, and other pertinent topics.

The College, in conjunction with its campus-wide/regional task force established pursuant to the Campus Security Enhancement Act of 2008 (110 ILCS 12/10), will annually review its prevention and education offerings to identify ways in which to enhance its effectiveness.

XIV. Training

The Chief Student Services Officer, Title IX Coordinator, campus security, and anyone else involved in the receipt of reports of, responding to, investigating or adjudicating alleged incidents of sexual discrimination, harassment and misconduct, or involved in the referral or provision of services to survivors receive annual education and training on primary prevention, bystander intervention, risk reduction, consent, reporting obligations, investigation procedures, confidentiality requirements, relevant College policies and procedures, retaliation, survivor-centered and trauma-informed response, relevant definitions, and other pertinent topics.

In addition to the above training, individuals who resolve complaints receive at least 8-10 hours of annual training on issues related to sexual violence, domestic violence, dating violence, and stalking and how to conduct the College's complaint investigation and appeal procedures pursuant to Articles XI and XII, above.

All confidential advisors receive 40 hours of training on sexual violence before being designated a confidential advisor. Annually thereafter, confidential advisors attend a minimum of six (6) hours of ongoing educational training on issues related to sexual violence. Confidential advisors also receive periodic training on the College administrative process, interim protective measures and accommodations, and the College's complaint investigation and appeal procedures pursuant to Articles XI and XII, above.

The College, in conjunction with its campus-wide/regional task force established pursuant to the Campus Security Enhancement Act of 2008 (110 ILCS 12/10), will annually review its training offerings to identify ways in which to enhance its effectiveness.

XV. Procedures Governing Complaints Solely Involving Employees and/or Third Parties

An employee or third party should notify the Human Resources Manager if he or she believes that the College, its employees or agents have engaged in sexual discrimination, harassment or misconduct of an employee or third party in violation of Board Policy 9016. The Sexual Harassment and Anti-Discrimination Policy outlines the investigative process.

DRUG-FREE WORKPLACE POLICY

Southeastern Illinois College will provide a drug and alcohol free environment and workplace as defined by the Drug Free Workplace Act of 1988 (41 U.S.C. §701 et seq.) and the Safe and Drug Free Schools and Communities Act of 1994 (20 U.S.C §7101 et seq.). Southeastern has adopted this Policy in an effort to prevent alcohol and drug abuse while providing a safe working and learning environment.

The College prohibits the possession, use, distribution, dispensing, and manufacture of illicit drugs and alcohol by students and employees on its property or as part of any College activity.

The use of alcohol within the workplace is prohibited except when authorized by the Board of Trustees or its designee, for approved College functions.

Employees convicted of a violation of a criminal drug statute occurring in the workplace must notify the College (Human Resources Director) within five (5) days of their conviction. Southeastern Illinois College will notify any federal contracting agency within ten (10) days of having received notice that an employee who is engaged in the performance of such contract has had any criminal drug statute conviction for a violation occurring in the work place. Southeastern Illinois College may impose disciplinary action and/or require the participation in a drug/alcohol abuse assistance or rehabilitation program by any employee who is so convicted.

Any employee or student who violates this policy may be subject to disciplinary action, including termination from employment or expulsion from the institution.

In compliance with the Compassionate Use of Medical Cannabis Pilot Program Act (410 ILCS 130/1 et seq.), the College will not discriminate against a person based solely on their status as a registered qualifying patient. No College employee may report to work or engage in any College-related work while under the influence of illegal drugs, including medical marijuana. No student may use or possess marijuana, including medical marijuana, on campus.

The College President or designee shall establish a program and rules to implement this Policy. The procedures will be delineated in the employee guidebooks, the Student Handbook, and other appropriate publications. Amended January 21, 2014

EQUAL OPPORTUNITY/ NON-DISCRIMINATION

Southeastern Illinois College is committed to providing equal opportunity through its employment practices and educational programs and through the many services it provides to the community. The Board of Trustees of Community College District No. 533 will make all personnel decisions without regard to race, color, religion, sex, age, national origin, citizenship status, ancestry, marital status, parental status, pregnancy, family status, military discharge status, sexual orientation, gender identity, disability or handicap unrelated to an individual's ability to perform the essential functions of the job, association with a person with a disability or handicap, military status, source of income, housing status, or any other category protected by law. Furthermore, the Board of Trustees is committed to expanding equality of employment opportunity. The Board of Trustees will develop and maintain educational programs and services that are sensitive to the emerging needs of members of minority groups and women. And finally, the Board of Trustees will initiate programs that will increase, on the part of all personnel, sensitivity to the interests and needs of those who have historically been discriminated against.

Maintaining a Work Environment Free From Discrimination

It is the policy of the Board of Trustees of Community College District No. 533 to maintain a working environment free from discrimination and harassment on the basis of race, color, religion, gender, age, national origin, citizenship status, military discharge status, parental status, pregnancy, family status, sexual orientation, gender identity or expression, disability or handicap unrelated to an individual's ability to perform the essential functions of the job, association with a person with a disability or handicap, military status, source of income, housing status, or any other category protected by law.

Any employee who believes that they have been discriminated against should immediately notify an appropriate Vice President, Dean, supervisor or the Executive Assistant to the President. If the President is alleged to have made the discriminatory decision, an employee may complain of the discrimination to the Chairman of the Board of Trustees. All reports or complaints of discrimination will be promptly, fully and fairly investigated. Appropriate and prompt remedial action will be taken to resolve the discrimination, and the results of the investigation will be communicated to the complaining person.

FIREARMS AND WEAPONS

All applicable Federal, State and local laws and ordinances pertaining to the possession, use and transportation of firearms will be observed on all property of the college. No permission granted by this policy will interfere with any and all such laws and ordinances.

The possession, use and transportation of firearms is strictly prohibited on all college property with the exception of Competitive Shooting Teams and special events that may be specifically authorized by the Board of Trustees. Such use will be restricted to that part of campus designated specifically for the program or authorized event. Only students currently enrolled in an authorized program or officially recorded as active members of the college's competitive shooting team and the respective instructors and coaches responsible for such programs or teams will be allowed to possess, use and transport firearms on college property for program or team activities. Such use will be strictly limited to activities to satisfy specific program requirements or to participate in competitive shooting.

If a special event is approved by the Board of Trustees which allows others to possess, use and transport firearms exclusively for the event, the college's instructions for the possession, usage and transportation of such firearms will be made known in writing to all participants prior to entering the college's property. Firearms transported by these students, instructors, coaches and authorized event participants will be unloaded and cased at all times until arrival at the designated parking area for the program or event. A firearm may be used at a designated program or active event area only in strict adherence to the rules, regulations and instructions for said program or active event including but not limited to gun safety requirements.

Only individuals authorized to possess, use and transport firearms under the conditions set forth in this policy will be allowed to transport a firearm by vehicle on college property. The transportation will be allowed only to the designated parking area for the program activity or approved event. Such vehicular transportation must be done in accordance with all applicable Federal, State and local ordinances/laws. This policy is enforceable by instructors, coaches, administrators and the security department of the college.

Archery Policy 6017.1

All applicable Federal, State and local laws and ordinances pertaining to the possession, use and transportation of bows and arrows will be observed on all property of the college. No permission granted by this policy will interfere with any and all such laws and ordinances. The possession, use and transportation of bows and arrows are strictly prohibited on all college property with the exception of compound, recurve, and long bows used as part of lab activities and special events associated with the Southeastern Illinois College Archery Program. Arrows shall be restricted to using field tip points. The use of broadhead points is prohibited. Targets shall be positioned no farther than 55 yards from the point of arrow release. Uncased bows and arrows are allowed on campus only in the gated restricted area east of the main campus buildings known as the SIC Archery Team Practice Range and Indoor Archery Range and only during times when duly authorized college personnel are on site. All local, State, and Federal laws and regulations apply when transporting bows and arrows in vehicles and when transferring bows and arrows from vehicles to the practice range, during which times bows and arrows must remain cased. Only students currently enrolled in an authorized program or officially recorded as active members of the college's competitive archery team and the respective instructors and coaches responsible for such programs or teams will be allowed to possess, use and transport bows and arrows on college property for program or team activities. Such use will be strictly limited to activities to satisfy specific program requirements or to participate in competitive events.

If a special event is approved by the Board of Trustees which allows others to possess, use and transport bows and arrows exclusively for the event, the college's instructions for the possession, usage and transportation of such items will be made known in writing to all participants prior to entering the college's property. This policy is enforceable by instructors, coaches, administrators and the security department of the college. Students, employees and others found in violation of this policy are subject to criminal prosecution and/or college disciplinary sanctions.

Concealed Carry Policy 6023

(Following are excerpts from Southeastern's Concealed Carry Policy (6023).
For the complete policy, see www.sic.edu/ccpolicy.

This Policy applies to all employees, students, and other individuals on College property. Southeastern Illinois

College establishes this Concealed Carry Policy pursuant to the 2013 Firearm Concealed Carry Act, 430 ILCS 66/5 et seq. The College is committed to providing a safe and secure environment for the College community and its guests. In support of this commitment, the College establishes restrictions on the ability to carry concealed firearms on the College campus in accordance with the College's authority under the Act to promulgate rules and regulations.

Except as provided in this Policy, or in Firearms Policy 6017, no individual shall possess, carry, or have control of a firearm either on his or her person or in his or her vehicle on any property owned or otherwise controlled by the College. This prohibition includes, without limitation, the following areas: A. The College's main campus in Harrisburg.

- B. The David L. Stanley White County Center.
- C. Any building owned, leased, or otherwise under the control of the College.
- D. Anywhere on the grounds of the College.
- E. Anywhere on the College's parking areas, sidewalks, and common areas.
- F. Any vehicle owned, leased, or controlled by the College.

Exceptions

The provisions of this Policy do not apply to the possession of firearms in College vehicles, College buildings, or on College grounds if the use or possession of the firearm falls within one of the following exceptions:

- A. Subject to Board approval, firearm use or possession may be permitted where such use or possession is part of a College approved course or curriculum. Such use will be restricted to that part of campus designated specifically for the course or program. For College approved courses, students will not be permitted to bring their firearms into the classrooms or College buildings. Students will only bring firearms to the shooting range at specific times designated by the instructor. Firearms must be unloaded when taken to the range and be approved by the instructor. Ammunition should be brought to the range separate from the firearm. No student is ever allowed on the range at any time other than during class time under the supervision of the approved College instructor.
- B. The firearm is carried by a full-time law enforcement officer required to carry a firearm as a condition of his or her employment, or by an enforcement officer from an external agency conducting official business at the College. This exception does not apply to off-duty law enforcement officers on campus, including off-duty law enforcement officers attending classes as students.

A firearm may be transported into a College parking area within a vehicle if the firearm and its ammunition remain locked in a case out of plain view within the parked vehicle. "Case" is defined as a glove compartment or console that completely encases the firearm and its ammunition, the trunk of the vehicle, or a firearm carrying box, shipping box or other container. The firearm may only be removed from a vehicle for the limited purpose of storage or retrieval from within the trunk of the vehicle. A firearm must first be unloaded before removal from the vehicle.

Penalties for Violation

- A. Any student who knowingly carries a firearm onto College property, or who carries a firearm onto College property under circumstances in which the student should have known that he or she was in possession of a firearm, shall be subject to disciplinary action up to and including suspension or expulsion from the College.
- B. Any College employee who knowingly carries a firearm onto College property, or who carries a firearm onto College property under circumstances in which the employee should have known that he or she was in possession of a firearm, shall be subject to disciplinary action up to and including suspension or termination of employment.
- C. Any individual visiting or conducting business on College property who knowingly carries a firearm onto College property, or who carries a firearm onto College property under circumstances in which the individual should have known that he or she was in possession of a firearm, may be banned from the College for a period of time to be determined by the College's Administration.
- D. In addition to the above sanctions and penalties, any individual who violates this Policy may be subject to arrest and criminal prosecution. Violations of this Policy may result in referrals to external law enforcement agencies.

Clear and Present Danger Reporting

Pursuant to the Act, the College President or designee is required to report to the Illinois Department of State Police when a student is determined to pose a clear and present danger to himself, herself, or to others, within 24 hours of the determination and in accordance with Section 6-103.3 of the Mental Health and Developmental Disabilities Code, 405 ILCS 5/6-103.3. "Clear and present danger" is defined in this Policy.

The Executive Dean of Student Services and Enrollment or in his/her absence, the Director of Environmental Services, shall be the College President's designee responsible for this reporting requirement.

PARKING & TRAFFIC REGULATIONS AND CAMPUS SECURITY

Parking permits are required for students, faculty, and staff of Southeastern and may be obtained in the Bookstore or Business Office, E254, for a \$5 fee. Student permits expire every summer.

Posted signs regulating parking, traffic flow, speed, and movement must be obeyed. Unless posted otherwise, speed limit on campus is 15 m.p.h. Southeastern assumes no responsibility or liability for:

- Loss or damage to any vehicle or its contents.
- Loss or damage in connection with its roadway or parking program.

Southeastern reserves the right to tow or disable any vehicle in violation or abandoned.

Handicap Accessible Parking spaces are posted. Authorization from the State of Illinois is required. Students and employees must obtain an accessible permit from the Security Office, at no charge.

Visitor Parking - Designated visitor parking is available in most lots and is not intended for student or employee use.

No Parking - You may not park:

- On any sidewalk or grassy area.
- In front of or in a manner that restricts access to a fire hydrant.
- In a manner that blocks, restricts, or impedes full exit and/or entry of any door.
- On any athletic field or area designated for athletic events only.
- In a manner that blocks or restricts use of wheelchair ramps.
- During an emergency, in any manner or area that restricts or impedes use of movement of emergency equipment or vehicles.
- In any manner or area not designated as an authorized parking space.
- Along the access road to the Robert I. Gregg Technology Building. See Campus map for student parking locations.

Citations, Fines, & Collections

Citations and written warnings are issued to violators as official notifications of violations. The registered operators (for vehicles with campus permits) or the registered owners (for vehicles without campus permits) will be the responsible parties for violations. Each parking and moving violation is assessed a \$15 fine.

Payment of Fine

Fines are payable by mail or in person at the College Tuition Payment window located in E Building on the 1st floor or in the Business Office, 2nd floor. Please provide a copy of ticket upon payment.

Non-payment of Fines

Unpaid fines will result in the withholding of college services such as transcript requests, releasing of final grades and, where applicable, paychecks may be withheld.

Appeals of Traffic Citations

Citations are issued for violations of the Illinois Vehicle Code and/or Southeastern Illinois College Traffic and Parking Regulations. The recipient of a ticket may seek an appeal if he/she believes that:

- The citation received is not a violation of the Illinois or SIC Regulations.
- Sufficient mitigating or extenuating circumstances existed at the time of the violation to warrant a review of the issuing officer's decision.

To initiate an appeal, the recipient of the citation must submit a written request along with a copy of the citation within 5 days from the date the citation was issued to the Security Office, located in Room A 152, in the Learning Center.

The Parking and Traffic Safety Committee will consider the circumstances and all of the available information from the appellant and the issuing officer. The appellant will be notified of the decision of the Committee. The decision of the Parking and Traffic Safety Committee is final.

SEXUAL HARASSMENT, ANTI-HARASSMENT AND NONRETALIATION POLICY

Sexual and other types of harassment of, or by, students or employees participating in college-sponsored functions is prohibited by Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Educational Amendments of 1972, the Illinois Human Rights Act, other federal, state and local laws prohibiting discrimination and harassment, and College Board policy 6002.

The College is committed to an environment in which all individuals are treated with respect and dignity. Each individual has the right to an atmosphere that prohibits discrimination, harassment, and retaliation. The College will not tolerate sexual or any other type of harassment of, or by, any of its students, employees, vendors, officers, officials, board members, volunteers or agents. Actions, words, jokes or comments based on an individual's race, color, religion, sex, age, national origin, citizenship status, ancestry, marital status, parental status, pregnancy, family status, military discharge status, sexual orientation, gender identity or expression, disability or handicap unrelated to an individual's ability to perform the essential functions of the job, association with a person with a disability or handicap, military status, source of income, housing status, or any other category protected by law, will not be tolerated.

Definitions of Harassment

Sexual harassment includes, but is not limited to, gender-specific comments, verbal innuendo, insults, threats and jokes of a sexual nature, sexual propositions, making sexually-suggestive noises, leering, whistling, obscene gestures, touching, brushing the body, coercing sexual intercourse, sexual assault, or any behaviors or actions which might create a sexually hostile environment.

Sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature constitute harassment when:

1. Submission to such conduct is deemed to be either explicitly or implicitly a term or condition of an individual's employment or education;
2. Submission to, or rejection of, such conduct by an individual is deemed to be used as the basis for academic or employment decisions affecting that individual; or
3. Such conduct has the purpose, or effect, of unreasonably interfering with an individual's academic or work performance or creating an intimidating, hostile or offensive educational or employment environment.

Examples of behavior that would be considered sexual harassment include, but are not limited to, the following:

1. A pattern of conduct that a reasonable person would find intimidating, hostile, or offensive, i.e., gestures, facial expressions, speech, or physical conduct of a sexual nature;

2. Direct or implied threats that submission to sexual advances will be a condition of employment, work status, promotion, grades, or letters of recommendation;
3. Statements, comments, jokes, questions, or anecdotes of a sexual nature that a reasonable person would find intimidating, hostile or offensive.

Harassment on the basis of any other protected characteristic is also strictly prohibited. Under this policy, harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual or that of his/ her friends, relatives, associates, because of race, color, religion, sex, age, national origin, citizenship status, ancestry, marital status, pregnancy, family status, military discharge status, sexual orientation, gender identity

or expression, disability or handicap unrelated to an individual's ability to perform the essential functions of the job, association with a person with a disability or handicap, military status, housing status, or any other category protected by law and that: **(1)** has the purpose or effect of unreasonably interfering with the individual's educational or work performance or experience; **(2)** has the purpose or effect of creating an intimidating, hostile or offensive environment; or **(3)** otherwise adversely affects an individual's educational or employment opportunities or working conditions.

Harassing conduct includes but is not limited to: epithets, slurs or negative stereotyping; threatening, intimidating, or hostile acts; denigrating jokes and display or circulation (including through e-mail) of written or graphic material that denigrates or shows hostility or aversion toward an individual or group.

Conduct prohibited by this policy is unacceptable on campus and in any College-related setting or event that is off-campus, such as during trips, conferences, meetings and College-related social events. Any person who, in good faith, brings forth a complaint of sexual or other harassment will not be subject to retaliation. The College absolutely prohibits retaliation against any individual who reports discrimination or harassment, participates in an

investigation of such a report, or engages in any other protected activity. Any student, employee or other person who retaliates against an individual for reporting harassment or discrimination, for participating in an investigation of a claim of harassment or discrimination, or for engaging in any other form of protected activity, like an employee who engages in harassment or discrimination, will be subject to disciplinary action. The College will take all necessary steps to protect the rights of both the complainant and the alleged harasser. The College will annually advise students, faculty, administrators, staff, and other members of the College community of its policy prohibiting sexual and other harassment.

INVESTIGATION PROCEDURE FOR SEXUAL AND OTHER HARASSMENT

Any student who believes that he or she has been harassed, should report such incidents to the Executive Dean for Student Services and Enrollment, any other Dean, or any senior administrator. All reports or complaints will be promptly, fully and fairly investigated by the Executive Dean for Student Services and Enrollment, or, if the Executive Dean for Student Services and Enrollment is the alleged harasser, by another senior administrator. Appropriate and prompt remedial action will be taken to resolve the harassment. The Executive Dean for Student Services and Enrollment will issue findings within twenty-one (21) days from receipt of a report or charge of sexual or other harassment. Substantiated charges of harassment will result in appropriate disciplinary and corrective action up to and including expulsion of the offending party.

Appeals

If either the complaining or offending party disagrees with the decision of the Executive Dean for Student Services and Enrollment, they may request a hearing before the Disciplinary Review Panel, as described in step 4 of the Disciplinary Grievance Procedure outlined in the Student Handbook.

Reporting Discrimination, Investigation Procedures, and Corrective Measures

The College strongly urges the reporting of all incidents of discrimination, harassment and retaliation. Any student or employee who believes that he or she has been discriminated against or harassed, should report such incidents to the appropriate Vice President, the Executive Dean for Student Services and Enrollment, any other Dean, supervisor, or the Executive Assistant to the President. All reports or complaints will be promptly, fully and fairly investigated. Appropriate and prompt remedial action will be taken to resolve the discrimination and harassment, and the results of the investigation will be communicated to the complaining person.

Responsibility of Supervisors and Witnesses

Any Vice President, Dean, supervisor or manager who becomes aware of any possible sexual or other harassment or discrimination of or by an employee should immediately advise the Human Resources Assistant or the Director, who will investigate the conduct and resolve the matter as soon as possible. All employees are encouraged to report incidents of harassment and discrimination, regardless of the identity or position of the offender, or whether or not the reporting employee was the intended victim.

Bad Faith Complaints

Given the possibility of serious consequences for an individual of harassment, complaints made in bad faith or otherwise false and frivolous complaints are considered severe misconduct and may result in disciplinary action, up to and including termination.

Policy Dissemination

The College will regularly advise employees, students, and other members of the College community of this policy prohibiting discrimination, harassment and retaliation.

SMOKING - NO SMOKING/TOBACCO PRODUCTS POLICY

Effective July 1, 2015, smoking is prohibited at all property, grounds, and facilities owned or operated by Southeastern Illinois College.

In accordance with the Smoke-Free Campus Act (the “Act”), which prohibits smoking at any public university or community college; smoking is prohibited at Southeastern Illinois College. Pursuant to the Act, smoking is prohibited on all College property, including buildings, grounds, parking lots, and vehicles that are owned or operated by the College. This policy includes all smoking and smoking tobacco substitutes including e-cigarettes. No tobacco products may be sold or given out as complimentary items on Campus. Signs will be posted at all main entrances clearly indicating that smoking is not allowed on College property or in College-owned vehicles.

This policy covers students, employees, and guests of the College. The College may refer students who violate this Policy to the Executive Dean for Student Services and Enrollment for disciplinary procedures pursuant to the Student Handbook, and College employees may be subject to discipline pursuant to the policies and procedures applicable to their employment. Violators will be disciplined through regular administrative channels within their division at the College.

Other disciplinary actions may follow up to and including discharge.

SOCIAL MEDIA/ ONLINE NETWORKING POLICY

SOCIAL MEDIA POLICY (4023)

(Following are excerpts from Southeastern’s Social Media Policy 4023. For the complete policy, see : www.sic.edu/smpolicy)

While the College recognizes the benefits and strengths of social media, it recognizes that the use of social media at or concerning the College is governed by the same laws, policies and rules of conduct that apply to all other activities at or concerning the College.

Scope

- Definition: Social media is defined, for purpose of this Policy, as tools and platforms that enable individuals to communicate, participate, share and network through websites and online media, such as Facebook, Twitter, LinkedIn, YouTube, etc.
The guidelines set forth in the College’s Social Media Policy are broad in nature and designed to accommodate any differences in online venues while maintaining a universal code of conduct. This policy focuses on the safe use of social media to support learning and other activities consistent with the college mission.
- This Policy applies to all use of social media by College students, faculty and staff to represent or discuss matters concerning the College and/or members of the College community, whether or not such use

involves the College's network or other computer resources. Personal use of social media on personal time is not governed by this Policy. However, individuals must take care not to engage in conduct that violates college policy or state and federal laws.

Expectations for Appropriate Use of Social Media

- Use good judgment about social media content, respect privacy laws and exercise discretion in posting content that could reflect negatively on users or the College. Online posts should be treated as permanent and not recallable.
- Users shall not post any content onto social media which discloses confidential or proprietary information of the College.
- Representation of your personal opinions as being endorsed by the College or any of its organizations is strictly prohibited. You may not use the College name to promote anything that is inconsistent with the approved activity or the College Mission..
- Only whole-group posts and messages should be sent to students through Social Media Sites. Messages to individual students must be sent from a college email account to the student's email account through the regular college email services or through the course management site.
- By posting content to any social media site, you agree that you own or otherwise control all of the rights to that content, that your use of the content is protected fair use, that you will not knowingly provide misleading or false information, and that you hold the College harmless for any claims resulting from the content.
- The College has the right to remove any content for any reason, including but not limited to, content that it deems threatening, demeaning, malicious, obscene, a violation of intellectual property rights or privacy laws, harassing in nature, or otherwise injurious or illegal.
- When using or posting online material that includes direct or paraphrased quotes, thoughts, ideas, photos, or videos, always include citations. Provide a link to the original material if applicable.
- Users shall not post content on social media sites which violates any laws of the United States, State of Illinois, including but not limited to HIPAA and FERPA.

Additional Considerations

- Violations, complaints or questions regarding this Policy should be directed to the appropriate supervisor or dean
- Violators of this Policy may be subject to disciplinary action, up to and including dismissal from the College or termination of employment.

TUITION, DROPS, WITHDRAWALS, REFUNDS

TUITION RATES

Tuition rates are \$106 per credit hour for in-district students. Southeastern

Illinois College District #533 includes residents of Gallatin, Hardin, Pope, and Saline Counties with portions of Hamilton, Johnson, Williamson, and White Counties. Distance learning and online courses (regardless of residency), are \$106 per credit hour. Tuition is FREE for Southeastern district residents 62 and older. Non-district Illinois residents pay \$172 per credit hour; out-of-state residents pay \$180 per credit hour; and, international students pay \$188 per credit hour. Special out-of-state tuition rates for the Indiana border counties of Posey and Vanderburgh and the Kentucky border counties of Henderson, Webster, Union, Crittenden, and Livingston are \$128 per credit hour. Tuition and fees are set according to a formula determined by the Illinois Community College Board. These amounts are subject to change.

STUDENT FEES

A \$2 per credit hour activity fee, a \$8 per credit hour technology fee and a \$10 per credit hour facility fee are assessed on all credit bearing courses.

COOPERATIVE AGREEMENTS/CHARGEBACKS

The College participates in the state cooperative plan with other community college districts in the state of Illinois for the purpose of increasing student access to instructional services. Illinois residents who reside in other community college districts and wish to attend a program at Southeastern Illinois College which is not available at their home community college may do so under the *State Cooperative Agreement*. Students should contact their home community college to receive authorization to participate in the *State Cooperative Agreement*.

Should a student's home community college NOT participate in the *State Cooperative Agreement* then the student should apply for a chargeback. The chargeback, if approved, permits the student to attend SIC at the in-district tuition rate. Generally, chargebacks are reserved for programs unavailable to students at their home community college. Students should contact their home community college for an authorization letter and/or additional information.

DROPS/ WITHDRAWALS

It is sometimes necessary for students to drop/ withdraw from a class. How a drop affects your academic transcript or student account depends upon the official date of withdrawal and the length of the class. Official withdrawals may be made by:

- Completing a drop form in person with the Enrollment Services Office.
- Completing a drop form in person or via phone at Carmi Center (382 8869).
- Phone at 252-5400 ext 4120 (866-338-2742 toll free).
- Email admissions@sic.edu from your SIC (Falconmail) account, please include SIC ID number.

Note: Any other attempts to withdraw are not considered official and will not be honored. Refund requests based on non-attendance or non-awareness of refund procedures are not considered justifiable. Full refund of tuition and fees is granted if the college cancels a class.

WITHDRAWAL AND/ OR NO PASSING GRADES

If you withdraw or have no passing grades from SIC, you may owe a repayment of financial aid based on the date of withdrawal or last date of attendance. Contact the Financial Aid Office to obtain more information.

Refund/Withdrawal Schedule For Credit Classes

| Class Length | 100% Refund | No Refund* | Last Day to Drop Without Grade Penalty (W Grade)** |
|--------------------------------|---------------------------------------|----------------------------------|--|
| 13-16 weeks (regular semester) | Through the first 2 weeks of class | After the first 2 weeks of class | 2 weeks prior to finals |
| 8-12 weeks | Through the first week of class | After the first week of class | One week prior to end of class |
| 3 to 7 weeks | Through the first 2 days of the class | After the second day of class | 2 days prior to end of class |
| Less than 3 weeks | Before first day of class | After class begins | Depends on class - call for information |

*The refund period on a class is set according to the official beginning date and not the first day that the student actually attends the class. To find the official begin and end dates of your classes, see the printed schedules or go to www.sic.edu. Classes dropped during the 100% refund period are not listed on students' transcripts.

** Classes dropped after the 100% refund period but before the grade penalty date receive a 'W' grade (a nonpunitive grade) on the transcript. No refunds are issued during this period. Financial Aid status may be affected by drops during this period. Classes cannot be dropped after this period except under extenuating circumstances.

It is the policy of the College to deduct from a student's tuition refund outstanding obligations when the refund is processed. Obligations include past due tuition, bad checks, student loans, traffic fines, library fines, and/or any other overdue obligations.

Students wishing to add a class should see an academic advisor. The course will be added to the student's schedule by the advisor or registration staff at Enrollment Services.

STUDENTS CALLED TO ACTIVE DUTY

Tuition Refund

Any active student who is required to withdraw from classes during his/ her regular semester, intersession, or summer term due to active military obligations will be entitled to a full refund of tuition (unless paid by a State/ federal agency) upon proper evidence and notification to the College within the semester, session, or term of withdrawal. This applies to service in the uniformed services, whether voluntary or involuntary, on active duty in the Armed Forces, including service as a member of the National Guard or Reserve, for a period of more than 30 days under a call or order to active duty of more than 30 days.

Readmissions Requirements for Service members

The College will not deny readmission to a service member of the uniformed services for reasons relating to their service. In addition, a student who is readmitted to the College will be readmitted with the same academic status as the student had when he/she last attended the College. This applies to service in the uniformed services, whether voluntary or involuntary, on active duty in the Armed Forces, including service as a member of the National Guard or Reserve, for a period of more than 30 days under a call or order to active duty of more than 30 days. Any student whose absence from the College is necessitated by reason of service in the uniformed services is entitled to readmission if:

- The student (or an appropriate officer of the Armed Forces or official of the Department of Defense) gives advance written or verbal notice of such service to the appropriate official at the College.
- The cumulative length of the absence and of all previous absences from the College by reason of service in the uniformed services does not exceed five years.
- Except as otherwise provided in this section, the student submits a notification of intent to reenroll in the College.

No advanced notice by the student is required if the giving of such notice is precluded by military necessity, such as a mission, operation, exercise, or requirement that is classified; or a pending or ongoing mission, operation, exercise, or requirement that may be compromised or otherwise adversely affected by public knowledge. In addition, any student (or an appropriate officer of the Armed Forces or official of the Department of Defense) who did not give advance notice of service to the appropriate official at the College may meet the notice requirement by submitting, at the time the student seeks readmission, an attestation to the College that the student performed service in the uniformed services that necessitated the student's absence from the College.

When determining the cumulative length of the student's absence for service, the period of service does not include any service:

- That is required, beyond five years, to complete an initial period of obligated service.
- During which the student was unable to obtain orders releasing the student from a period of service in the uniformed services before the expiration of the five-year period and the inability to obtain those orders was through no fault of the student.
- Performed by a member of the Armed Forces (including the National Guard and Reserves) who is:
 - Ordered to or retained on active duty.
 - Ordered to or retained on active duty (other than for training) under any provision of law because of a war or national emergency declared by the President or the Congress.
 - Ordered to active duty (other than for training) in support of an operational mission for which personnel have been ordered to active duty ordered to active duty in support of a critical mission or requirement of the Armed Forces (including the National Guard or Reserve).
- Called into Federal service as a member of the National Guard.

An affected service member must, upon the completion of a period of service in the uniformed services, notify the institution of his or her intent to return to the institution no later than three years after the completion of the

period of service. However, a student who is hospitalized for or convalescing from an illness or injury incurred in or aggravated during the performance of service in the uniformed services must notify the institution of his or her intent to return to the institution no later than two years after the end of the period that is necessary for recovery from such illness or injury. A student who fails to apply for readmission within the required period does not automatically forfeit eligibility for readmission to the institution, but is subject to the institution's established leave of absence policy and general practices.

A student who submits an application for readmission to an institution must provide to the institution documentation to establish that:

- The student has not exceeded the specified service limitations; and
- The student's eligibility for readmission has not been terminated.

The College may not delay or attempt to avoid a readmission of a student under this section by demanding documentation that does not exist, or is not readily available, at the time of readmission.

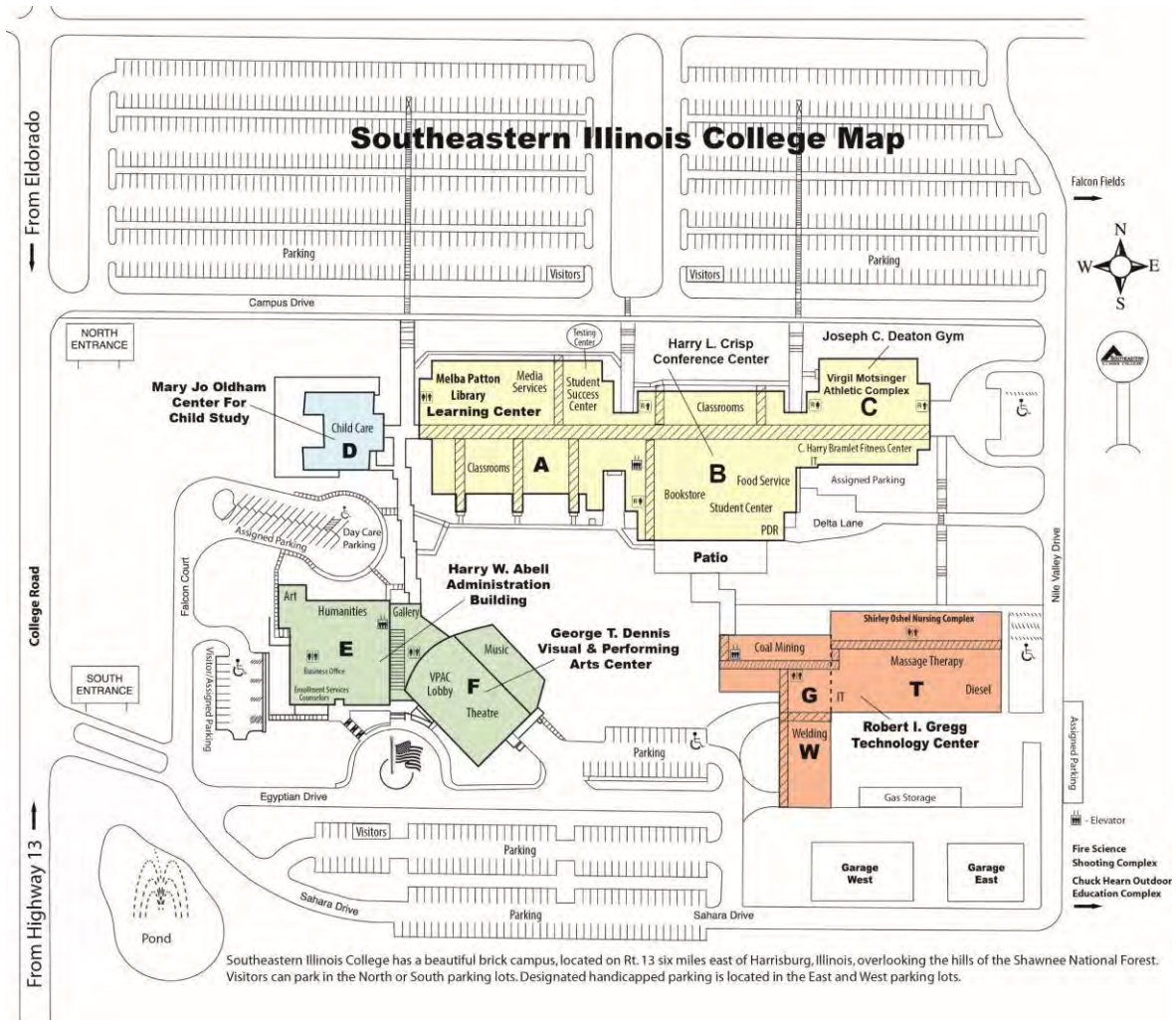
A student's eligibility for readmission to an institution under this section by reason of such student's service in the uniformed services terminates upon the separation of such person from the Armed Forces (including the National Guard and Reserves) with a dishonorable or bad conduct discharge.

Southeastern Illinois College follows the policies and procedures set forth by the Department of Defense, Department of Education, and HEA.

Source: HEA section 484C, HEAO Section 487

SOUTHEASTERN ILLINOIS COLLEGE MAIN CAMPUS

**3575 College Road
Harrisburg, Illinois 62946
618-252-5400
Toll free: 866-338-2742**



NOTICE: All College activities may be taped and photographed for College purposes. Entry into campus grounds and buildings constitutes consent to be photographed or videotaped for College purposes.



3575 College Road • Harrisburg, Illinois 62946

Telephone: 618-252-5400

**Southeastern Illinois College
2018-2019 Accreditation Review Evidence Document**

Document Title: 2017-2019 Viewbook

Office of Origin: Marketing

Document Summary: A PDF copy of the 2017-2019 Viewbook

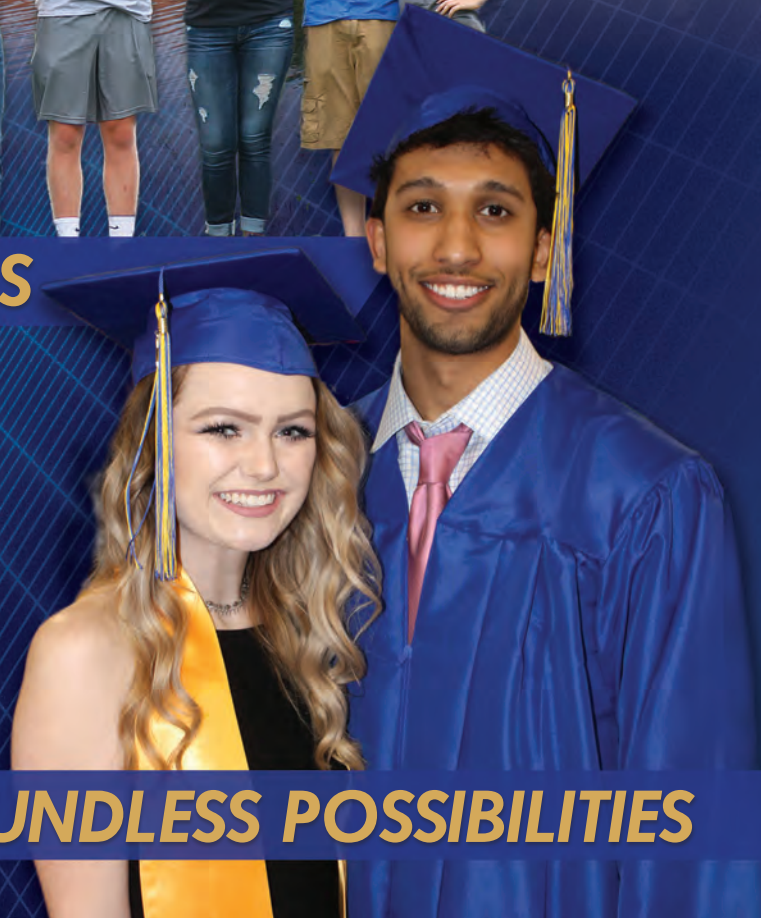
2017-2019 VIEWBOOK



GREAT PEOPLE



EXCELLENT PROGRAMS



BOUNDLESS POSSIBILITIES

A NOTE FROM OUR PRESIDENT



"Some colleges and universities like to promote their large size and big numbers, but Southeastern Illinois College prides itself on small class sizes, one of the lowest tuition rates in the Midwest, and a campus small enough to feel comfortable, yet large enough to provide plenty of exciting opportunities."

PRESIDENT JONAH RICE, PH.D.

BOARD OF TRUSTEES

Dr. Pat York, Chair
 Dr. Frank Barbre, Vice-Chair
 Jim Ellis, Secretary
 Blake Bradley
 David Dennison
 Debbie Hughes
 Richard Morgan
 Callie Smith, Student Trustee (2017-18)

Type of College: Public two-year comprehensive community college

Founded: 1960

Location: Harrisburg, with extension site in Carmi

College District #533: Gallatin, Hardin, Pope and Saline Counties; portions of Hamilton, Johnson, Williamson and White Counties

Annual Enrollment: Approx. 5,000 full and part-time students

Tuition: \$106 per credit hour as of 2017-18

Student to Instructor Ratio: 16:1

Students who receive some form of financial aid: Approximately 70%

Degrees/Certificates Offered: Approx. 50

Transfer programs: More than 60

CARING INSTRUCTORS

SMALLER CLASS SIZE MEANS PERSONAL ATTENTION.



At Southeastern, you will be taught by professors whose #1 concern is teaching YOU—and they come highly qualified.

Here you can expect:

- **Successful credit transfer***
- **No Teaching Assistants**
- **One-on-one attention**

**The key to great transfers is to tell your advisors what university you plan to attend after SIC.*



"I have had a superior experience at SIC. I have benefited from SIC's smaller class sizes for individualized instruction from professors who have a master's degree in their field."

Lacy Bradley - Education Major

CHAMPION STUDENTS & PROGRAMS



#1 NURSING PROGRAMS IN THE STATE



PHI BETA LAMBDA – STATE AND NATIONAL FINALISTS



ARCHERY TEAM – USCA NATIONAL CHAMPIONSHIPS / ALL AMERICANS



SPEECH TEAM – 3 NATIONAL CHAMPIONSHIPS



MODEL ILLINOIS GOVERNMENT – 10 STATE CHAMPIONSHIPS



ONE OF THE TOP ONLINE SCHOOLS IN THE COUNTRY

FUN & SERVICE

Art Club

B.A.S.I.C. (Brothers and Sisters in Christ)

Circle K (Collegiate Chapter of Kiwanis)

Community Chorus

Computer Club

Concert Choir

Cosmetology Club

Criminal Justice Club

Diesel Technology Club

Early Childhood Education Club

Education Club

Math & Science Club

Nursing Club

Phi Beta Lambda (Business Club)

Phi Theta Kappa (Honor Society)

Shotgun Team

StrategiC

Student Ambassadors

Student Government

Theta Sigma Phi (Theater Club)

Learn more at www.sic.edu/student-activities



STRONG ATHLETES



MEN'S & WOMEN'S BASKETBALL

SOFTBALL & BASEBALL



GO FALCONS

TALENTED STUDENTS



OUR STUDENTS EXCEL IN
AND OUT OF THE CLASSROOM.



PERFORMING ARTS

EXCELLENT PROGRAMS

TRANSFER PROGRAMS

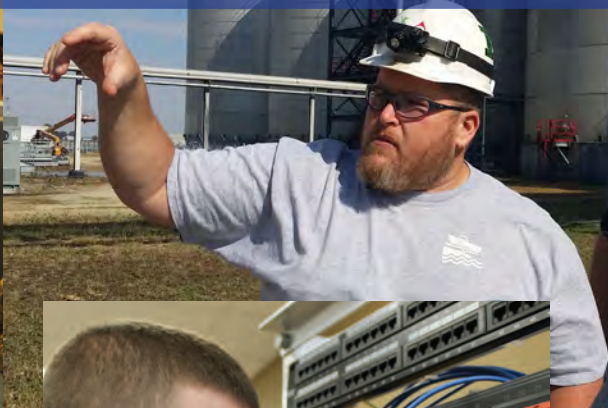
Accounting
Agriculture
Agriculture Business
Agriculture Education
Animal Science
Architecture
Art
Athletic Training
Biology
Biotechnology
Business Administration
Chemistry
Clinical Laboratory Science
Communication Disorders & Sciences
Communication/Speech
Computer Science
Criminology & Criminal Justice
Dental Hygiene
Dietetics, Food & Nutrition
Early Childhood Education
Economics
Elementary Education
Engineering Technology
English
Fashion Design
Finance
Forestry
Health Care Management
History
Hotel, Restaurant & Travel Management
Interior Design
Management
Marketing
Mathematics

Mortuary Science
Multi Media
Music
Paralegal Assistant
Physical Education
Physical Therapist Assistant
Physics
Political Science
Pre-Bachelor of Science Nursing
Pre-Chiropractic
Pre-Dental
Pre-Engineering
Pre-Law
Pre-Medicine
Pre-Occupational Therapy
Pre-Optometry
Pre-Pharmacy
Pre-Physical Therapy
Pre-Physician Assistant
Pre-Veterinary Science
Psychology
Radiological Sciences
Religious Studies
Respiratory Therapy
Secondary Education
Social Work
Sociology
Special Education
Theater Arts
Workforce Education & Development



SIC graduates earn higher GPAs than native senior institution students. And with seamless transfer agreements to SIUC, SIUE, U of I, USI, ISU, MSU, NIU, EIU, and some of the top private schools in the country, why would you go anywhere else?

CAREER & TECHNICAL PROGRAMS



SIC offers a variety of certificates and associate degrees to prepare students for careers upon completion.



AFFORDABLE TUITION

How much can you save on Tuition at SIC?

One year at Southeastern Illinois College = \$3,780

One year at an Illinois public university = \$13,930

Save more than \$20,000 by spending two years at SIC!

Save nearly \$50,000 total cost!

(2017-18 figures)

Visit the Net Price Calculator:
www.sic.edu/netpricecalculator



Going away to school can be a major life change for both students and the family. By staying close to home and taking classes at SIC, we can help to make this process a smoother transition from high school to college, while saving money on room and board.

With nearly 50% of students from our area high schools attending SIC, those bonds of friendship made in high school can extend to college. Plus, with online classes, SIC is as close as your laptop.

HUNDREDS OF SCHOLARSHIPS

FINANCING YOUR EDUCATION

Southeastern's Financial Aid Office is dedicated to making higher education more accessible and affordable for our students and their families. We provide individual attention and offer a variety of programs, including federal and state grants, institutional and private scholarships, veteran benefits, student employment, and student loans.

FINANCIAL AID

Approximately 70% of Southeastern students qualify for some form of financial aid or scholarships.

To qualify for federal and state aid, students must complete a Free Application for Federal Student Aid (FAFSA) as soon as possible after **October 1** each year. Students can apply online at www.fafsa.gov using our school code: 001757. For more information about paying for college, visit www.sic.edu/financial-aid.

Gabe Motsinger

Foundation Scholarship Recipient
Criminal Justice Major
Forensic Falcon National Champion

"Scholarships allow me to focus on my school work instead of having to worry about how much it will cost."

SCHOLARSHIPS

Southeastern offers more than 375 awards equaling more than \$625,000 annually. Scholarships are available from many sources including academic, talent, and athletic scholarships, as well as outside donors through the SIC Foundation.

To be considered a priority applicant for scholarships, submit your application by **February 28**. Annual applications are available by **October 1** at www.sic.edu/scholarships.

For one-on-one assistance with financial aid, scholarships, grants, loans, veteran benefits and other student financial matters, contact the Financial Aid Office at 618-252-5400, ext. 4110 or fao@sic.edu.



ONLINE CLASSES

REGIONAL LEADER IN ONLINE CLASSES

SIC recognizes that in today's busy world, many individuals who wish to attend college are limited by their work schedules and other commitments.

Online courses and programs provide students who need a flexible schedule with the opportunity to take fully accredited college courses by studying on their computer at home, or anywhere they have Internet connection.

Online Degrees & Certificates*

- **Associate in Arts**
- **Associate in Applied Science**
 - Business Management
 - Criminal Justice
 - Early Childhood Education
- **Bioenergy Production Certificate**
- **Biofuels Technology & Sustainability Certificate**
- **Early Childhood Education Certificate**
- **Bioenergy Production Certificate**

**Labs and clinicals must be completed in a face-to-face setting.*



COMMUNITY PARTNER

In keeping with its mission, Southeastern Illinois College endeavors to be involved with the communities it serves. Those communities have shown tremendous support throughout the years as generous donors, patrons and participants in the various events and learning opportunities supported by those partnerships.

The George T. Dennis Visual & Performing Arts Center Theatre brings musical and theatrical student performances to the stage each year, the Cultural Arts Series, Junior Falcon Productions' summer children's show and area high school productions.

The SIC Art Gallery has public showings throughout the year showcasing student works, high school art, and community pieces.

Southeastern's Community Education Department offers classes geared toward hobby and leisure for all ages, as well as seminars and workshops on special topics of interest to business professionals. Tuition is free for district residents 62 years and older. This department also offers GED and Adult Basic Education classes, as well as high school equivalency testing.

The Workforce and Illinois Small Business Development Center (WISBDC) works with local or aspiring local businesses to develop plans and provides job training to improve our workforce. They also offer a wide variety of business support services including counseling, workshops, computer classes and customized training.

The Heritage Festival is always the first weekend in November and is the largest event on campus each year. The nearly 40-year-old festival has grown to 120 vendors selling unique hand-crafted items to thousands of shoppers as the kick-off to the Christmas shopping season.



AWESOME SUPPORT



Tracy Wasson
Nursing Student from Herod

"SIC means opportunity for any person. My favorite thing about SIC is how the teachers and administration truly support the continued success of the students... I can't express how much each teacher, administration member, adviser, testing support staff, tutorial staff, and even the cafeteria staff has been an encouragement to me personally. SIC has changed my life, and I hope to impact future patients that I come across in my career, as a result."

DANA KEATING STUDENT SUCCESS CENTER

SIC offers a variety of helpful services for special needs accommodations, one-on-one tutoring, testing, computer-aided supplemental materials, self-help and academic support materials, and computer access.



TRiO gives additional support to qualified students and includes mentoring, workshops, field trips and fun!



VETERANS SERVICES

SIC is proud of our veterans and active service men and women. As we have the opportunity to serve you, we want to make your transition from military life to student life smooth, and have been named a Military Friendly School by G.I. Jobs magazine for seven consecutive years (as of 2016).



SELF ESTEEM



INTEGRITY



COMPASSION

LEARNING, FAIRNESS, RESPONSIBILITY

These are the Southeastern Core Values.

Our Mission:

Southeastern Illinois College enhances lifelong learning by providing quality accessible educational programs, cultural enrichment opportunities, and support for economic development.

For more information about SIC and our many programs, visit www.sic.edu, mail in the attached postcard or contact our recruiters at **618-252-5400, ext.2245** or recruiters@sic.edu. We'd love to give you a tour of campus and introduce you to some of the professors in your program of interest!

PROSPECTIVE STUDENT FORM

Please print the following information:



NAME: _____
Last First Middle Maiden

Address: _____
Street Address City State Zip

Telephone: _____
Home Cell

Email: _____

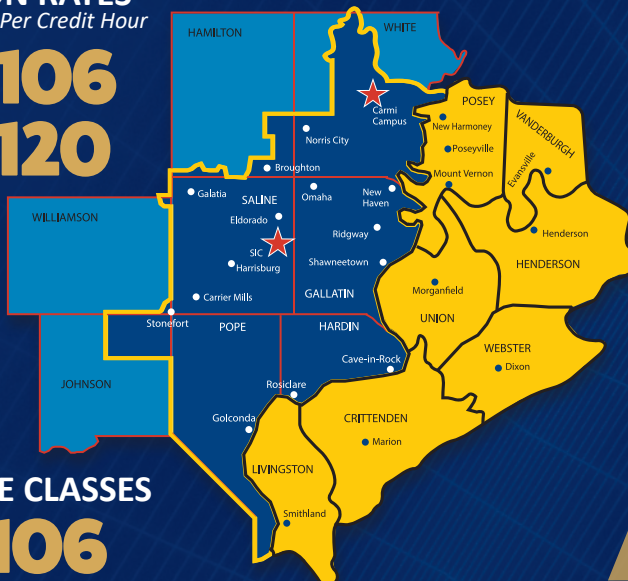
What is your anticipated major? _____

Great People, Excellent Programs, Boundless Possibilities!

DISTRICT MAP

TUITION RATES*
Per Credit Hour

 **\$106**
 **\$120**



ONLINE CLASSES
\$106

**Subject to change. Rates current as of 2017-18*



**SOUTHEASTERN ILLINOIS COLLEGE
IS AN ACCREDITED SCHOOL**



NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES



BUSINESS REPLY MAIL

FIRST-CLASS MAIL PERMIT NO. 5000 HARRISBURG, IL

POSTAGE WILL BE PAID BY ADDRESSEE

RECRUITMENT
SOUTHEASTERN ILLINOIS COLLEGE
3575 COLLEGE ROAD
HARRISBURG IL 62946-9807



- SIC Is Accredited by the Higher Learning Commission
- SIC is Recognized by:
 - The Illinois Community College Board
 - Illinois Board of Higher Education
 - Illinois State Board of Education
 - Illinois Department of Veterans Affairs
- SIC is Approved by The State Approving Agency for Veterans Education



For more information visit:

www.sic.edu





3575 College Road • Harrisburg, Illinois 62946

Telephone: 618-252-5400

**Southeastern Illinois College
2018-2019 Accreditation Review Evidence Document**

Document Title: SIC schedule for Fall 2018

Office of Origin: Academic Affairs

Document Summary: A copy of the course schedule for fall 2018 semester

SOUTHEASTERN ILLINOIS COLLEGE

CLASS SCHEDULE FALL SEMESTER 2018



CONTENTS

| | PAGE |
|---|------------------|
| Academic Advisement Center..... | 6 |
| Bookstore..... | 6 |
| Campus Map..... | inside back page |
| FALL CLASSES..... | 7 |
| Off-campus Classes..... | 18 |
| Degrees & Certificate | Back Cover |
| Dropping Classes | 5 |
| Financial Aid..... | 4 |
| How to Enroll in Classes..... | 3 |
| How to Read the Schedule | 5 |
| Library..... | 6 |
| Off-campus Site Codes | 5 |
| Services for Students with Disabilities | 6 |
| Student Success Center | 6 |

We welcome and encourage students to meet and talk with our staff personally.

Regular office hours

Monday-Friday, 8 a.m. to 4:30 p.m.

Summer office hours

Monday-Thursday, 8:00 a.m. to 4:30 p.m.

All College activities may be recorded and photographed for College purposes. Entry into campus grounds and buildings constitutes consent to be photographed or recorded for College purposes.

Southeastern Illinois College is accredited by the Higher Learning Commission located at 230 South LaSalle Street, Suite 7-500 Chicago, IL 60604-1413 (800-621-7440). Southeastern Illinois College does not discriminate on the basis of race, color, religion, national origin, gender, disability, or age in the recruitment and admission of students and adheres to a policy of equal opportunity/affirmative action in employment, educational programs, and activities. The College adheres to federal regulations such as the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. All College facilities are accessible to persons with disabilities.

The printed schedule is current as of March 3, 2018. For an up-to-date schedule go to www.sic.edu.

CALENDAR

Spring 2018

| | |
|--------------------|---|
| April 3 | Kids Fair – 4-6pm, Deaton Gym |
| April 20-21..... | The Producers – 7 pm, VPAC Theatre |
| April 22 | The Producers – 2pm, VPAC Theatre |
| April 23 | Last Day to Withdraw from Classes |
| April 24 | Honors Night - 7pm, VPAC Theatre |
| April 25..... | Job Fair - 9 am - 12:00 pm, Deaton Gym |
| May 2..... | Grill'n, Thrill'n & Chill'n – 11:30am, Student Center |
| May 3-17 | Book Buyback, SIC Bookstore |
| May 8, 9, 10 | Finals |
| May 11 | Nurse Pinning Ceremony – 4pm, VPAC Theatre |
| May 11 | Commencement – 7pm, Deaton Gym |
| May 14..... | Summer Office Hours begin |

Summer 2018

| | |
|----------------|-----------------------------------|
| May 28..... | Memorial Day – College Closed |
| June 4..... | Summer Semester Begins |
| June 28 | Mid-Term |
| July 4..... | Independence Day – College Closed |
| July 18..... | Last Day to Withdraw from Classes |
| July 26..... | End of Summer Semester |
| August 6 | Resume regular office hours |

Fall 2018

| | |
|--------------------------|---|
| August 10..... | Faculty/Staff Workshop |
| August 13..... | Instruction Begins |
| September 3..... | Labor Day Holiday – College Closed |
| October 5 | Mid-Term |
| October 5..... | Staff Development Day Classes |
| | Dismissed at 11:30 |
| October 8..... | Columbus Day Holiday – College Closed |
| October 15..... | Spring Registration Begins |
| November 12..... | Veterans' Day (Observed) – College Closed |
| November 21-23 | Thanksgiving Holiday – College Closed |
| November 26..... | Last Day to Withdraw from Classes |
| December 12, 13, 14..... | Semester Final Exams |
| December 14 | End of Fall Semester |
| December 21 | Offices Close at 4:30pm |
| December 24-31 | Offices Closed |

Go to www.sic.edu for up-to-date calendar events.

**SOUTHEASTERN ILLINOIS COLLEGE 3575 COLLEGE ROAD
HARRISBURG, ILLINOIS 62946 Telephone: 618-252-5400
Toll-free: 866-338-2742 www.sic.edu**

DIRECTORY

| | |
|---------------------------------|---------------------|
| General Information..... | 618-252-5400 |
| Toll Free | 866-338-2742 |
| White County Center..... | 618-382-8869 |

For direct access dial 252-5400 plus extension listed below:

We welcome and encourage students to meet and talk with our staff personally.

Regular office hours a e Monday-Friday, 8 a.m. to 4:30 p.m.

Summer office hours a e Monday-Thursday, 8:00 a.m. to 4:30 p.m.

Local: 618-252-5400

Toll-free: 866-338-2742

Fax: 618-252-3062

| | | |
|---|------------------------|------------------------|
| Administrative Office | Extension | Extension |
| Academic Affairs –Vice President's Office | 2201 | |
| Academic Services – Executive Dean's Office | 2251 | |
| Business Affairs – Executive Dean's Office | 2510 | |
| President's Office | 2101 | |
| Student Services – Executive Dean's Office | 2401 | |

| Department..... | Extension | Email |
|--|--------------------|------------------------------|
| Academic Advisement | 4130 | advising@sic.edu |
| Admissions..... | 4120 | admissions@sic.edu |
| Adult Education/High School Equivalency | 2300 | ged@sic.edu |
| Athletics | 2424 | athletics@sic.edu |
| Billing/Payment Assistance | 2501 | payment@sic.edu |
| Bookstore | 2530 | bookstore@sic.edu |
| Box Office (Theatre | 2486, 2487 | boxoffice@sic.edu |
| Cafeteria – Falcon Point Bistro | 2540 | catering@sic.edu |
| Child Study Center (Mary Jo Oldham Center) | 3410 | childcare@sic.edu |
| Coal Mining Technology Office | 2360 | coalmining@sic.edu |
| Community Education | 2300 | community.ed@sic.edu |
| Cosmetology Clinic | 2213 | cosmetology@sic.edu |
| Disability Support Services (ADA Coordinator) | 2430 | ada@sic.edu |
| Distance Learning Office/Assistance | 2265 | online@sic.edu |
| Early College / Dual Credit | 2245 | dualcredit@sic.edu |
| Enrollment Services Fax #..... | 618-252-3062 | |
| Facilities..... | 2572 | facilities@sic.edu |
| Financial Aid/Scholarships | 4110 | fao@sic.edu |
| Fitness Center..... | 3205 | fitness@sic.edu |
| Foundation/ Scholarship Office | 2482 | scholarships@sic.edu |
| GED Testing..... | 2383 | ged@sic.edu |
| Graduation Information | 2453 | graduate@sic.edu |
| Help Desk for Students | 151 | http://sic.edu/support |
| High School Equivalency Test Prep Classes..... | 2300 | ged@sic.edu |
| Human Resources | 2102 | humanresources@sic.edu |
| Illinois WorkNet Center | 618-252-6020 | |
| Job Placement Assistance | 2300 | jobplacement@sic.edu |
| Library..... | 2261 | library@sic.edu |
| Marketing Office | 2130 | marketing@sic.edu |
| Media Services..... | 3506, 2265 | online@sic.edu |
| Nursing and Allied Health Programs Office | 2331 | nursing@sic.edu |
| Nursing & Allied Health Programs Admission Testing | 2442 | testing@sic.edu |
| Online Course Technical Support | 2265, 2124 | online@sic.edu |
| Recruitment | 2245 | recruiters@sic.edu |
| Registration..... | 4120 | admissions@sic.edu |
| Room Reservations | 2486 | reservations@sic.edu |
| Security | 2911 | security@sic.edu |
| Student Activities | 2486 | studentactivities@sic.edu |
| Student Success Center..... | 2383 | studentsuccesscenter@sic.edu |
| Student Worker Positions..... | 2452 | studentwork@sic.edu |
| Testing..... | 2383 | testing@sic.edu |
| Theatre (George T. Dennis Visual & Performing Arts Center) | 2486 | theatre@sic.edu |
| Transcripts..... | 2453 | transcripts@sic.edu |
| Tutoring..... | 2383 | tutor@sic.edu |
| TRIO/Student Support Services Program..... | 2435 | trio@sic.edu |
| Tuition Payment..... | 2501 | payment@sic.edu |
| Veterans' Benefit | 2440 | veterans@sic.edu |
| White County Center, Carmi (David L. Stanley Center) | 618-382-8869 | carmi@sic.edu |
| Workforce Investment Act (WIA)..... | 2431 | wia@sic.edu |
| Workforce & IL Small Business Dev. Center..... | 2301 | wsbdc@sic.edu |

For full personnel directory, visit www.sic.edu/directory

The printed schedule is current as of February 27, 2018. For an up-to-date schedule go to www.sic.edu/course-schedule.

HOW TO ENROLL IN CLASSES AT SOUTHEASTERN

Follow these easy directions to enroll in credit classes at Southeastern Illinois College

APPLY FOR ADMISSION ☒

If you are a **New or Re-Entering Student** (not enrolled for a year), call 252-5400 ext. 4120 to request an admission packet. You may also apply for admission online at www.sic.edu/apply.

If you are a **Continuing Student**, skip to “Register For Classes.”

PROVIDE PROOF OF RESIDENCY ☒

Provide a copy of your driver’s license, voter registration, proof of occupancy, etc. to Enrollment Services to verify in-district residency.

REQUEST TRANSCRIPTS/ GED ☒ SCORE SHEET

Send an official copy of your high school transcript or GED scores and official college transcripts to the Enrollment Services Office, 3575 College Road, Harrisburg, IL 62946.

COMPLETE PLACEMENT TESTING ☒

A placement test is required of all new degree-seeking students and must be taken prior to registering for classes. Part-time students must test prior to enrolling in English or math. Make an appointment to take the test by calling 252-5400 ext. 2442. There is no charge for the test. Students who have an ACT composite score of 20 or higher or an SAT composite score of 1020, or a minimum of 480 on the evidence-based reading and writing sections, are exempt from taking the English and reading placement exams. Students with an ACT composite score of 20 or above or an SAT composite score of 1020, or a minimum of 530 on the SAT Math section, are exempt from taking the math placement exam.

REGISTER FOR CLASSES ☒

Fall Semester

If you are a **Continuing Student**, you may register for Fall classes beginning March 26, 2018. If you are a **New Student**, when you have completed steps 1, 2, and 4, you may see an academic advisor for registration beginning March 26, 2018. Appointments are suggested. Walk-ins are welcome.

Fall Registration Dates & Times

Online Registration Through MySIC:
March 26 - August 11, 2018

Regular Registration

March 26, 2018 - August 13, 2018
Monday - Friday, 8:00 am - 4:30 p.m.

AFTER YOU REGISTER

APPLY FOR FINANCIAL AID ☒

Financial aid comes in many forms of grants, scholarships, and veterans’ benefits. Apply online at www.fafsa.ed.gov. For assistance contact or visit the Financial Aid Office located on the lower level of building E or call 252-5400 ext. 4110.

PAY YOUR TUITION & FEES ☒

You may pay in person or by mail. Visa, Mastercard, and Discover are accepted and may be used in person or over the phone. Pay online through my.sic.edu. You may choose the full payment or monthly payment options. Call 252-5400 ext. 2501 to make a payment or for more information.

BUY BOOKS & SUPPLIES ☒

The SIC Bookstore accepts Mastercard, Visa, and Discover. New and used textbooks are for sale or rent, school supplies, software, art supplies, SIC clothing, backpacks, and gift items are available. Meal cards for Falcon Pointe Bistro and RIDES bus passes can be purchased at the beginning of each semester with Pell Grants. Books can also be purchased over the phone or online with a credit card and shipped UPS for a small fee or picked up in the store.

Phone: 252-5400 ext. 2530.

Please visit www.sicbookstore.com.

OBTAIN YOUR STUDENT ID CARD ☒

Your student ID Card is required for identification on campus. Please visit the Library to obtain an ID Card.

SETUP YOUR ACCOUNTS ☒

One business day after initial registration, setup your student email, access to online student services (grades, registration, payment, etc.), and classes. Please visit <http://www.sic.edu/setup> to set up your account.

GET YOUR PARKING PERMIT ☒

All students are required to have a valid student parking permit. Please visit the SIC Bookstore or Business office to purchase your permit. Accessible parking is available per state regulations. Contact security for assistance.

Registration Options

ONLINE

Continuing students may register online for Fall semester through MySIC beginning March 26, 2018 at www.sic.edu.

IN PERSON

Registration will be held in the Academic Advisement Center and Enrollment Services area in lower level E Building.

You may also register at the SIC White County Center in Carmi during regular operating hours.

Registration will be accepted until the class fills or until instruction begins.

***Questions about Registration or Enrollment?
Call 618-252-5400 ext. 4120 or Toll Free from
outside of Saline County 866-338-2742***

TUITION & FEES

Tuition & Fees are subject to change.

\$106 SIC District Residents

Southeastern Illinois College District #533 includes Gallatin, Hardin, Pope, and Saline Counties with portions of Hamilton, Johnson, Williamson, and White Counties.

FREE tuition for SIC district residents 62 and older. Fees still apply.

\$172 Out-of-District Illinois

(except distance learning)

\$180 Out-of-State

\$188 International

\$106 Distance Learning Courses

(Online, Hybrid & Interactive Video)

Regardless of residency all distance learning courses are charged the in-district tuition rate.

In-District Fee - \$25

Out-of-District Fee - \$45

Students from Crittenden, Henderson, Livingston, Marshall, McCracken, Union, and Webster Counties in Kentucky, and Posey and Vanderburgh Counties in Indiana will receive a tuition discount from the out-of-state-rate. They will pay \$106 per credit hour tuition for classes taken at the main campus or the Carmi campus.

There is a \$2.00 student activity fee, \$10.00 technology fee, and a \$12.00 facility fee added for each credit hour.

TUITION DUE DATES

Fall 2018 Tuition Payment

If you register for Fall classes you must do ONE of the following by **JULY 27**

- Pay in full by cash, check, or credit card (Visa, Mastercard, Discover).
- Have financial aid/scholarship for full tuition/fee payment confirmed (not just an application in process).
- Enroll in **ECashier** Monthly Payment Plan.

If you register for Fall on or after **JULY 28** you must do ONE of the following at the time of registration:

- Pay in full.
- Have financial aid/ scholarship for full tuition/fee payment confirmed (not just an application in process).
- Enroll in **ECashier** Monthly Payment Plan.

Students who do not meet payment requirements may be dropped from classes.

Fall Drop Date For Non-Payment is **AUGUST 3**.

ECashier Tuition Payment Plan

FOLLOW THESE SIMPLE STEPS TO ENROLL IN THE PAYMENT PLAN:

1. Enroll in classes at SIC.
2. Go to my.sic.edu on the internet.
3. Click on Current Students.
4. Click on Bill and Payment.
5. Click Student Payments - Setup Automatic Payment Plan.
6. Click on e-Cashier & follow instructions.
7. Set up automatic payment plan.

BE SURE TO ENROLL EARLY FOR SMALLER MONTHLY PAYMENTS.

Truck Driving Program

Call 252-5400 ext. 2501 and ask about our truck driving program monthly payment plan. Make a down payment of \$1,000 and spread the monthly payments out for 6 months.

ECashier Enrollment Deadlines for FALL Semester 2018

| Enroll before: | Required Down Payment | Number of Payments | Months of Payments |
|----------------|-----------------------|--------------------|--------------------|
| July 23 | 10% | 4 | Aug - Nov |
| August 20 | 20% | 3 | Sept - Nov |
| August 20 | 30% | 2 | Oct - Nov |

FINANCIAL ASSISTANCE

The Financial Aid Office at Southeastern strives to provide the financial assistance students and their families need to achieve their educational goals. Financial aid is available in the form of grants, scholarships, loans, student employment, and veterans' educational benefits. Grants are need-based and generally do not have to be repaid. It is important to apply early and every year. Southeastern also offers over 150 academic, talent, and athletic scholarships.

TO APPLY FOR FINANCIAL ASSISTANCE:

1. Create an FSA ID at fsaid.ed.gov. If you are a dependent student, your parent will also need create an FSA ID.
2. Gather your income and tax information (if applicable). For fall semester 2018, you will need your 2016 income information to apply.
3. Complete the 2018-2019 Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. Add Southeastern as a school of choice by using our school code, 001757.

*Applicants must complete the Admission Data Form and submit their high school transcript or GED scores to the Admissions Office to be considered for financial assistance

The Financial Aid Office is located in Room E 103 W
Phone: 618-252-5400 ext. 4110 Toll Free: 866-338-2742

HOW TO READ SOUTHEASTERN'S SCHEDULE OF COURSE OFFERINGS

| ENGLISH | | | | | | | | | | |
|-----------------|--------------------------|---|--|------------------------|--------------------------------------|--------------------------------------|--------------------------|--|------------|--|
| ENG 105 8A | INTRO TO COLLEGE WRITING | 3.00 | MW | 11:30AM - 12:20PM | B 104 | 08/14/2018-12/13/2018 | \$318.00 | \$60.00 | Staff | PLACEMENT TEST |
| Course prefi | Section | Credit hours earned upon successful completion | Days when class meets: M = Monday, T = Tuesday, W = Wednesday, R = Thursday, F = Friday, S = Saturday, U = Sunday, | Times when class meets | Location and room number of class | Beginning & ending dates of class | In-district tuition cost | Student activity fee, technology fee, facility fee, and course fee | Instructor | Prerequisites and other information pertinent to class |

WITHDRAWALS & TUITION REFUNDS FOR CREDIT CLASSES

It is often necessary for students to drop/withdraw from a class. How a drop affects your academic transcript or student account depends upon the official date of withdrawal and the length of the class. Official withdrawals may be made by

1. Logging into your MySIC and dropping online;
2. Completing a drop form in-person with the Admissions Office
3. Completing a drop form in-person or over the phone at the White County Center (382-8869);
4. Phoning 252-5400 ext. 4120 (866-338-2742 toll free);
5. Faxing 252-3062, listing the class(es) to be dropped;
6. Mailing, listing the class(es) to be dropped; or
7. Email from Falcon Mail to admissions@sic.edu.

NOTE: Any other attempts to withdraw are not considered official and will not be honored. Refund requests based on non-attendance or lack of awareness of refund procedures are not considered justifiable. Full refund of tuition and fees is granted if the college cancels a class.

Any active student who is required to withdraw from a class because of an active military obligation will be entitled to a full refund of tuition (unless paid by a state/federal agency) upon proper evidence and notification to the college within the semester of withdrawal.

Late refund requests will be considered only when justified by circumstances such as illness, job change, accident, death or illness in the immediate family. Supporting documentation must be submitted.

| Class Length | 100% Refund | No Refund | Last Day to Drop Without Penalty (W Grade)** |
|----------------------------------|----------------------------------|---------------------------------|--|
| 13 - 16 weeks (regular semester) | Through first 2 weeks of clas | After the first 2 weeks of clas | 2 weeks prior to finals (November 20) |
| 8 - 12 weeks | Through the first week of clas | After the first week of clas | One week prior to final |
| 3 to 7 weeks | Through the first 2 days of clas | After the second day of class | 2 days prior to end of class |
| Less than 3 weeks | Before the first day of clas | After class begins | Depends on class, call for information |

* The refund period on a class is set according to the official begin date and not the first day that you actually attend the class. To find the official begin and end dates of your classes, see the printed schedule or go to www.sic.edu. Classes dropped during the 100% refund period are not listed on your transcript.

** Classes dropped after the 100% refund period but before the grade penalty date receive a "W" grade (a non-punitive grade) on the transcript. No refunds are issued during this period. Financial Aid status may be affected by drops during this period. Classes cannot be dropped after this period except under extenuating circumstances.

CAMPUS & OFF CAMPUS LOCATION CODES

A..... A Building, Main Campus
 B..... B Building, Main Campus
 BRKST..... Brookstone Estates
 C..... C Building, Main Campus
 C GYM..... Deaton Gym, Main Campus
 CI Carmi Campus

CI HS..... Carmi White Co. High School
 CLN Clinical
 E..... E Building, Main Campus
 G G Building, Tech Building, Main Campus
 OJT..... On the Job Training
 T..... Tech Building, Main Campus

THTR Theatre, VPAC
 VHB..... Villas of Holly Brook
 W..... Welding Building, Main Campus
 WSB..... WISBDC Room G125

INFORMATION TO HELP YOU SUCCEED AT SOUTHEASTERN ILLINOIS COLLEGE

ACADEMIC ADVISEMENT CENTER

The Academic Advisement Center is located on the lower level of the Abell Administration Building (E-Building). By appointment or walk-in.

Phone: 252-5400 ext. 4130. To reach a specific advisor, dial the extension listed below:

- 2425 Jeremy Irlbeck - Academic Advisor/
NJCAA Specialist
- 2431 Maggie Calcaterra - Academic Advisor/
Transition and Transfer
- 2430 Tyler Billman - Veterans, International
Student Academic Advisor, and ADA Coordinator

ADMISSIONS & RECORDS

The Admissions and Records Office is located in E Building on the lower level. FALL HOURS: Mon-Fri 8:00 a.m. - 4:30 p.m.

BOOKSTORE

The SIC Bookstore carries new and used textbooks for purchase or rental, school and art supplies, software, backpacks, and gift items. Books can be purchased over the phone or online at sic-bookstore.com with a credit card and shipped UPS for a small fee. Falcon Pointe Bistro meal cards and RIDES bus passes are available at the beginning of each semester.

FALL HOURS:

Monday-Friday 8:00 a.m. - 4:00 p.m.

Website: www.sicbookstore.com

CAMPUS SECURITY

The Campus Security office is located in Room A152 in A Building or call: 252-5400 ext 2911.

Day cell phone: 926-4986

Evening cell phone: 926-5403

CAREER & TECHNICAL EDUCATION SERVICES

Perkins Grant provides assistance to CTE program students who are academically and/or economically disadvantaged, have a disability, are non-traditional students, or have limited English proficiency by supplying supplementary assistance. For information, come to Room G125 or call 252-5400 ext. 2300.

CLASS CANCELLATIONS

In the event that an ongoing class must be cancelled: (1) Dial 252-5400. (2) Choose Cancellation option (2). Listen to the announcement. Instructors may also send class cancellations via student email. Students who have signed up for the txtSIC service will receive a message on their cell phone for cancellations. Class cancellations will also be listed on the College home page under class notices.

FALCON POINTE BISTRO

The Falcon Pointe Bistro located in the Harry L. Crisp Conference Center is open Monday - Thursday 7:30 a.m. until 2:00 p.m. and Friday 7:30 a.m. until 1:30 p.m. Breakfast, hot meal specials, salad bar, pizza, deli sandwiches, snacks, beverages, etc. are served.

THE FITNESS CENTER

The C. Harry Bramlet Fitness Center is located on the mezzanine in Deaton Gymnasium.

FALL HOURS:

Monday - Thursday 7:00 a.m. - 6:00 p.m.

Friday 7:00 a.m. - 5:00 p.m.

Phone: 252-5400 ext. 3205.

HIGH SCHOOL EQUIVALENCY CLASSES

Free GED Classes, materials, practice tests provided.

Phone: 252-5400 ext. 2242 or 2300.

JOB PLACEMENT

Southeastern Illinois College works with area employers to identify part-time and full-time job openings for Career and Technical Education (CTE) students. Employment opportunities are posted on SIC's website at www.sic.edu/employment. In addition, bulletin boards with job postings are located in Technology Center (G Building), Student Center (B Building), and Student Affairs (E Building). For more information and/or to obtain resources and assistance, contact the CTE Office at 618-252-5400, ext. 2300.

LIBRARY

The Melba Patton Library is located in Room A112.

FALL HOURS:

Monday - Thursday 7:30 a.m. - 6:00 p.m.

Friday 7:30 p.m. - 4:30 p.m., closed Saturday & Sunday.

Phone: 252-5400 ext. 2261.

MARY JO OLDHAM CENTER FOR CHILD STUDY

The MJOCSS provides all-day and part-time childcare for children 15 months through 6 years of age, ISBE Pre-Kindergarten Program.

FALL HOURS:

Monday - Friday 6:30 a.m. - 6:00 p.m.

Phone: 252-5400 ext. 3410.

ONLINE COURSES

Students enrolled in online courses at Southeastern will learn through a combination of computer e-mail, online class discussion, website exploration, and traditional textbook assignments. Once enrolled, for login instructions and online orientation, visit Southeastern Online at www.sic.edu/online.

SCHOLARSHIP OPPORTUNITIES

SIC awards over 300 scholarships totaling over \$600,000 annually. To apply for SIC division, talent, and foundation scholarships, students must complete one application due February 28 every year. For more information call the Financial Aid Office at 252-5400 ext 4110 or the Foundation Office at ext. 2104 or check the website at www.sic.edu/scholarships.

SERVICES FOR STUDENTS WITH DISABILITIES

Students who need accommodations for disabilities should call 252-5400 ext. 2430.

STUDENT ONLINE ACCOUNTS

Students should set up a Falcon Mail account, a MySIC account, and sign up for txtSIC after registering for classes. These accounts are important for college communication with students, and for accessing student information, such as grades, bills, registration, schedules and unofficial transcripts. Go to www.sic.edu/setup for instructions on setting up these accounts. If assistance is needed, submit an online support request at www.sic.edu/support or by voice at 618-252-5400 x151.

STUDENT SUCCESS CENTER

The Dana Keating Student Success Center (Room A145) provides a variety of services, including alternative and make-up testing, placement testing, retention services, peer and professional tutoring, general use computers with software for various classes, and numerous instructional materials (i.e. biology slides and anatomy and physiology models).

Fall Hours: Monday – Friday 8:00 a.m. – 4:30 p.m., 252-5400, ext. 2383.

TRIO STUDENT SUPPORT SERVICES

The SIC TRIO Student Support Services program is designed to assist qualified students by offering counseling, academic support, supplemental financial assistance and other educational support services. For information call: 252-5400 ext. 2435.

TRAFFIC AND PARKING

Disability parking is located at the east end of C Building, west entrance of E-Building, and east side of T-Building. Vehicles parked in Disability spaces must display the Secretary of State issued Disability License Plate or Disability Placard. See Security for SIC disabled permit. All students are required to display an SIC parking permit. Parking permits are due annually at the beginning of fall semester and can be obtained in the Bookstore for \$5.

VETERANS' BENEFITS

There are a variety of benefits available to veterans, active duty servicemen and women, dependents of veterans, and military spouses and families. For more information go to www.sic.edu/veterans or contact the Veterans Coordinator at 618-252-5400 ext. 2440. Hours: Mon - Fri 8:00 a.m. - 4:30 p.m.

WEATHER CANCELLATIONS

Information regarding weather cancellations can be found in the following ways:

- Visit www.sic.edu or call 618-252-5400
- Text messages will be sent to cell phones.
(Sign up at www.sic.edu/txtsic each semester)
- Facebook (www.facebook.com/southeastern.illinois.college)
- Twitter (www.twitter.com/SIC_EDU)

WHITE COUNTY CENTER

The David L. Stanley Center is located at 1700 College Avenue in Carmi, Illinois.

FALL HOURS:

Monday-Thursday, 9:00 a.m. – 4:00 p.m.

Closed Friday.

Phone: 618-382-8869

WIRELESS ACCESS

Wireless access is available in the interior of all campus buildings. Students should connect to the SICopen wireless network.

COMPLETE SCHEDULE OF CLASSES FOR FALL SEMESTER 2018

Classes Begin August 13, 2018

| Subject | Section | Title | Credits | Days | Times | Location | Start/End Date | Tuition | Fees | Instructor | Pre-requisite/Special Information |
|--------------------|---------|---------------------------------|---------|------|-------------------|----------|----------------|-------------------------|----------|------------|-----------------------------------|
| AGRICULTURE | | | | | | | | | | | |
| AG 222 | 8O | INTRODUCTION TO SOIL SCIENCE | 4 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$424.00 | \$141.00 | STAFF |
| | | | | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$424.00 | \$141.00 | FITZGERALD, J |
| ART | | | | | | | | | | | |
| ART 121 | 8A | ART APPRECIATION | 3 | MW | 10:30AM - 11:20AM | F | 110 | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | DeNeal, S |
| | | | | | | ONL | HYB | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | DeNeal, S |
| ART 121 | O | ART APPRECIATION | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | DeNeal, S |
| ART 141 | A | DRAWING | 3 | TR | 1:30PM - 4:20PM | E | 201 | 08/13/2018 - 12/14/2018 | \$318.00 | \$92.00 | DeNeal, S |
| ART 161 | A | BASIC ART DESIGN | 3 | TR | 8:30AM - 10:00AM | E | 203 | 08/13/2018 - 12/14/2018 | \$318.00 | \$92.00 | DeNeal, S |
| | | | | TR | 10:00AM - 11:20AM | E | 201 | 08/13/2018 - 12/14/2018 | \$318.00 | \$92.00 | DeNeal, S |
| ART 162 | A | ADVANCED ART DESIGN | 3 | TR | 8:30AM - 10:00AM | E | 203 | 08/13/2018 - 12/14/2018 | \$318.00 | \$92.00 | DeNeal, S |
| | | | | TR | 10:00AM - 11:20AM | E | 201 | 08/13/2018 - 12/14/2018 | \$318.00 | \$92.00 | DeNeal, S |
| ART 163 | A | INTRODUCTION TO MURAL PAINTING | 3 | MW | 1:30PM - 4:20PM | E | 201 | 08/13/2018 - 12/14/2018 | \$318.00 | \$92.00 | DeNeal, S |
| ART 241 | A | ADVANCED DRAWING | 3 | TR | 1:30PM - 4:20PM | E | 201 | 08/13/2018 - 12/14/2018 | \$318.00 | \$92.00 | DeNeal, S |
| ART 280 | S | SPECIAL TOPICS IN ART | 1.5 | W | 8:30AM - 11:30AM | VHB | ROOM | 08/22/2018 - 12/12/2018 | \$159.00 | \$36.00 | Morecraft, E |
| ART 281 | S | SPECIAL TOPICS IN ART II | 1.5 | W | 8:30AM - 11:30AM | VHB | ROOM | 08/22/2018 - 12/12/2018 | \$159.00 | \$36.00 | Morecraft, E |
| BIOLOGY | | | | | | | | | | | |
| BIOL 121 | 8O | INTRODUCTORY BIOLOGY | 4 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$424.00 | \$141.00 | Poole, A |
| | | | | T | 3:00PM - 4:50PM | A | 160 | 08/13/2018 - 12/14/2018 | \$424.00 | \$141.00 | Poole, A |
| BIOL 121 | A | INTRODUCTORY BIOLOGY | 4 | MWF | 8:30AM - 9:20AM | B | 204 | 08/13/2018 - 12/14/2018 | \$424.00 | \$116.00 | Fitzgerald, J |
| | | | | R | 8:30AM - 10:20AM | A | 113 | 08/13/2018 - 12/14/2018 | \$424.00 | \$116.00 | Fitzgerald, J |
| BIOL 121 | B | INTRODUCTORY BIOLOGY | 4 | MWF | 9:30AM - 10:20AM | B | 204 | 08/13/2018 - 12/14/2018 | \$424.00 | \$116.00 | Fitzgerald, J |
| | | | | R | 10:30AM - 12:20PM | A | 113 | 08/13/2018 - 12/14/2018 | \$424.00 | \$116.00 | Fitzgerald, J |
| BIOL 121 | C | INTRODUCTORY BIOLOGY | 4 | MWF | 1:30PM - 2:20PM | B | 203 | 08/13/2018 - 12/14/2018 | \$424.00 | \$116.00 | Poole, A |
| | | | | R | 10:30AM - 12:20PM | A | 160 | 08/13/2018 - 12/14/2018 | \$424.00 | \$116.00 | Poole, A |
| BIOL 141 | A | ENVIRONMENTAL SCIENCE | 4 | MWF | 11:30AM - 12:20PM | B | 203 | 08/13/2018 - 12/14/2018 | \$424.00 | \$116.00 | Poole, A |
| | | | | T | 10:30AM - 12:20PM | A | 160 | 08/13/2018 - 12/14/2018 | \$424.00 | \$116.00 | Poole, A |
| BIOL 161 | O | BASIC ANATOMY & PHYSIOLOGY | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Fitzgerald, J |
| BIOL 221 | A | GENERAL BIOLOGY I | 4 | MWF | 10:30AM - 11:20AM | B | 204 | 08/13/2018 - 12/14/2018 | \$424.00 | \$116.00 | Fitzgerald, J |
| | | | | T | 10:30AM - 12:20PM | A | 113 | 08/13/2018 - 12/14/2018 | \$424.00 | \$116.00 | Fitzgerald, J |
| BIOL 242 | A | MICROBIOLOGY | 4 | MWF | 9:30AM - 10:20AM | B | 203 | 08/13/2018 - 12/14/2018 | \$424.00 | \$116.00 | Poole, A |
| | | | | R | 2:30PM - 4:20PM | A | 135 | 08/13/2018 - 12/14/2018 | \$424.00 | \$116.00 | Poole, A |
| BIOL 242 | E | MICROBIOLOGY | 4 | T | 6:00PM - 8:50PM | B | 203 | 08/13/2018 - 12/14/2018 | \$424.00 | \$116.00 | Poole, A |
| | | | | R | 6:00PM - 7:50PM | A | 135 | 08/13/2018 - 12/14/2018 | \$424.00 | \$116.00 | Poole, A |
| BIOL 261 | 8A | HUMAN ANATOMY AND PHYSIOLOGY I | 4 | MW | 1:30PM - 2:20PM | B | 126E | 08/13/2018 - 12/14/2018 | \$424.00 | \$141.00 | Maring-Sims, M |
| | | | | R | 10:30AM - 12:20PM | A | 135 | 08/13/2018 - 12/14/2018 | \$424.00 | \$141.00 | Maring-Sims, M |
| | | | | | | ONL | HYB | 08/13/2018 - 12/14/2018 | \$424.00 | \$141.00 | Maring-Sims, M |
| BIOL 261 | 8AB | HUMAN ANATOMY AND PHYSIOLOGY I | 4 | MW | 1:30PM - 2:20PM | B | 126E | 08/13/2018 - 12/14/2018 | \$424.00 | \$141.00 | Maring-Sims, M |
| | | | | W | 2:30PM - 4:20PM | A | 135 | 08/13/2018 - 12/14/2018 | \$424.00 | \$141.00 | Maring-Sims, M |
| | | | | | | ONL | HYB | 08/13/2018 - 12/14/2018 | \$424.00 | \$141.00 | Maring-Sims, M |
| BIOL 261 | 8O | HUMAN ANATOMY AND PHYSIOLOGY I | 4 | W | 4:30PM - 6:20PM | A | 135 | 08/13/2018 - 12/14/2018 | \$424.00 | \$141.00 | Maring-Sims, M |
| | | | | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$424.00 | \$141.00 | Maring-Sims, M |
| BIOL 262 | 8O | HUMAN ANATOMY AND PHYSIOLOGY II | 4 | M | 2:30PM - 4:20PM | A | 135 | 08/13/2018 - 12/14/2018 | \$424.00 | \$141.00 | Maring-Sims, M |
| | | | | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$424.00 | \$141.00 | Maring-Sims, M |

BUSINESS

| | | | | | | | | | | |
|------------|---------------------------|---|----|-------------------|-----|-----|-------------------------|-------------------|-----------|---------------------------|
| BUS 111 8A | INTRODUCTION TO BUSINESS | 3 | TR | 10:00AM - 10:50AM | A | 212 | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | Rodman, K | ONE HOUR ONLINE COMPONENT |
| | | | | | ONL | HYB | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | Rodman, K | |
| BUS 115 OM | KEYBOARDING I | 1 | | | ONL | CRS | 10/09/2018 - 12/14/2018 | \$106.00 \$49.00 | Lowery, A | |
| BUS 116 O | CUSTOMER SERVICE SKILLS | 1 | | | ONL | CRS | 08/13/2018 - 10/05/2018 | \$106.00 \$49.00 | Lehman, C | |
| BUS 133 8A | BUSINESS COMMUNICATIONS | 3 | MW | 10:30AM - 11:20AM | A | 212 | 08/13/2018 - 12/14/2018 | \$318.00 \$117.00 | Rodman, K | ENG 121, BUS 115, IT 119 |
| | | | | | ONL | HYB | 08/13/2018 - 12/14/2018 | \$318.00 \$117.00 | Rodman, K | ONE HOUR ONLINE COMPONENT |
| BUS 134 O | PERSONAL FINANCE | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | Lehman, C | |
| BUS 171 O | RECORDS MANAGEMENT | 2 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$212.00 \$73.00 | Lowery, A | |
| BUS 191 A | FINANCIAL ACCOUNTING | 3 | TR | 8:00AM - 9:20PM | A | 212 | 08/13/2018 - 12/14/2018 | \$318.00 \$72.00 | Rodman, K | |
| BUS 191 B | FINANCIAL ACCOUNTING | 3 | MW | 9:30AM - 10:20AM | A | 212 | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | Rodman, K | |
| BUS 192 O | MANAGERIAL ACCOUNTING | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | Rodman, K | BUS 191 |
| BUS 234 O | OFFICE SYSTEMS MANAGEMENT | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | Ellet, K | BUS 111 & ENG 121 |
| BUS 236 O | SPREADSHEET APPLICATIONS | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | Ellet, K | |
| BUS 276 O | MARKETING | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | Ellet, K | |
| BUS 297 8A | BUSINESS LAW I | 3 | MW | 9:30PM - 10:20PM | A | 212 | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | Rodman, K | |
| | | | | | ONL | HYB | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | Rodman, K | ONE HOUR ONLINE COMPONENT |

CARDIOPULMONARY RESUSCITATION

| | | | | | | | | | | |
|-------------|---------------------------------|-----|----|-----------------|---|-----|-------------------------|------------------|-----------|--|
| CPR 112 A | HEARTSAVER 1ST AID W/CPR | 0.5 | S | 8:00AM - 5:30PM | G | 221 | 11/03/2018 - 11/03/2018 | \$53.00 \$20.00 | POTTS, T | |
| CPR 112 COS | HEARTSAVER 1ST AID W/CPR | 1 | S | 9:00AM - 5:30PM | G | 221 | 09/08/2018 - 09/15/2018 | \$106.00 \$32.00 | POTTS, T | |
| CPR 113 A | HEARTSAVER PEDIATRIC FIRST AID | 0.5 | S | 8:00AM - 5:30PM | G | 221 | 11/17/2018 - 11/17/2018 | \$53.00 \$20.00 | POTTS, T | |
| CPR 131 A | BASIC LIFE SUPPORT PROVIDER CPR | 0.5 | S | 9:00AM - 5:30PM | G | 221 | 08/25/2018 - 08/25/2018 | \$53.00 \$17.00 | LOFTUS, R | |
| CPR 131 A1 | BASIC LIFE SUPPORT PROVIDER CPR | 0.5 | S | 9:00AM - 5:30PM | G | 221 | 09/22/2018 - 09/22/2018 | \$53.00 \$17.00 | LOFTUS, R | |
| CPR 131 A2 | BASIC LIFE SUPPORT PROVIDER CPR | 0.5 | TR | 5:00PM - 9:00PM | G | 221 | 10/09/2018 - 10/11/2018 | \$53.00 \$17.00 | POTTS, T | |

CERTIFIED NURSE ASSISTING

| | | | | | | | | | | |
|-----------|---------------------------|---|----|------------------|----|-----|-------------------------|-----------------|---------------|-----------------------|
| CNA 131 X | CERTIFIED NURSE ASSISTING | 7 | M | 10:00AM - 2:00PM | CI | 124 | 08/13/2018 - 12/14/2018 | \$00.00 \$29.00 | SCHREIFELS, A | MANDATORY ORIENTATION |
| | | | MW | 10:00AM - 2:00PM | CI | 124 | 08/13/2018 - 12/14/2018 | \$00.00 \$29.00 | SCHREIFELS, A | |

CHEMISTRY

| | | | | | | | | | | |
|-------------|------------------------------|---|------|-------------------|---|-----|-------------------------|-------------------|-----------|---------------|
| CHEM 121 A | GEN CHEMISTRY | 5 | MWRF | 9:30AM - 10:20AM | A | 226 | 08/13/2018 - 12/14/2018 | \$530.00 \$140.00 | DOTSON, S | HS C/CHEM 123 |
| | | | M | 1:30PM - 4:20PM | A | 133 | 08/13/2018 - 12/14/2018 | \$530.00 \$140.00 | DOTSON, S | LAB |
| CHEM 121 AB | GEN CHEMISTRY | 5 | MWRF | 9:30AM - 10:20AM | A | 226 | 08/13/2018 - 12/14/2018 | \$530.00 \$140.00 | DOTSON, S | HS C/CHEM 123 |
| | | | W | 1:30PM - 4:20PM | A | 133 | 08/13/2018 - 12/14/2018 | \$530.00 \$140.00 | DOTSON, S | LAB |
| CHEM 123 A | BASIC INORG/ORGAN. CHEMISTRY | 4 | MWF | 8:30AM - 9:20AM | A | 226 | 08/13/2018 - 12/14/2018 | \$424.00 \$116.00 | DOTSON, S | MATH 109 |
| | | | T | 8:30AM - 10:20AM | A | 133 | 08/13/2018 - 12/14/2018 | \$424.00 \$116.00 | DOTSON, S | LAB |
| CHEM 123 AB | BASIC INORG/ORGAN. CHEMISTRY | 4 | MWF | 8:30AM - 9:20AM | A | 226 | 08/13/2018 - 12/14/2018 | \$424.00 \$116.00 | DOTSON, S | MATH 109 |
| | | | T | 10:30AM - 12:20PM | A | 133 | 08/13/2018 - 12/14/2018 | \$424.00 \$116.00 | DOTSON, S | LAB |
| CHEM 241 A | ORGANIC CHEMISTRY I | 5 | MWF | 11:30AM - 12:20PM | A | 226 | 08/13/2018 - 12/14/2018 | \$530.00 \$140.00 | DOTSON, S | CHEM 122 |
| | | | T | 1:30PM - 5:20PM | A | 133 | 08/13/2018 - 12/14/2018 | \$530.00 \$140.00 | DOTSON, S | LAB |

COAL MINING - COOPERATIVE PROGRAM OFFERED BY SIC & WABASH VALLEY COLLEGE

COMPLETE SCHEDULE OF CLASSES FOR FALL SEMESTER 2018

Classes Begin August 13, 2018

| Subject | Section | Title | Credits | Days | Times | Location | Start/End Date | Tuition | Fees | Instructor | Pre-requisite/Special Information |
|----------------------|---------|---------------------------------|---------|------|-------------------|----------|-------------------------|----------|---------|------------|-----------------------------------|
| COMMUNICATION | | | | | | | | | | | |
| COM 121 | 8A | PRINCIPLES OF SPEAKING | 3 | MW | 9:30AM - 10:20AM | E 204 | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Cummins, P | ONE HOUR ONLINE COMPONENT |
| | | | | | | ONL HYB | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Cummins, P | |
| COM 121 | 8B | PRINCIPLES OF SPEAKING | 3 | MW | 10:30AM - 11:20AM | E 204 | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Cummins, P | ONE HOUR ONLINE COMPONENT |
| | | | | | | ONL HYB | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Cummins, P | |
| COM 121 | 8C | PRINCIPLES OF SPEAKING | 3 | TR | 1:00PM - 1:50PM | E 204 | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Cummins, P | ONE HOUR ONLINE COMPONENT |
| | | | | | | ONL HYB | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Cummins, P | |
| COM 121 | 8O | PRINCIPLES OF SPEAKING | 3 | | | ONL CRS | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Billman, J | THEORY TAUGHT ONLINE |
| | | | | | | TBA TBA | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Billman, J | SPEECHES ON CAMPUS |
| COM 121 | 8OM | PRINCIPLES OF SPEAKING | 3 | | | ONL CRS | 10/09/2018 - 12/14/2018 | \$318.00 | \$97.00 | Billman, T | THEORY TAUGHT ONLINE |
| | | | | | | TBA TBA | 10/09/2018 - 12/14/2018 | \$318.00 | \$97.00 | Billman, T | SPEECHES ON CAMPUS |
| COM 122 | 8A | APPLIED FORENSICS I | 3 | W | 1:30PM - 2:50PM | E 204 | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Billman, J | ONE HOUR ONLINE COMPONENT |
| | | | | | | ONL HYB | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Cummins, P | |
| COM 126 | A | FORENSICS PRACTICUM | 1 | W | 12:30PM - 1:20PM | E 212 | 08/13/2018 - 12/14/2018 | \$106.00 | \$24.00 | Billman, T | SPEECH TEAM MEMBERS |
| COM 128 | A | FILM APPRECIATION | 3 | TR | 10:00AM - 11:20AM | E 204 | 08/13/2018 - 12/14/2018 | \$318.00 | \$72.00 | Cummins, P | |
| COM 146 | 8A | BUSINESS AND PROFESSIONAL COMM. | 3 | M | 1:30PM - 2:50PM | E 204 | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Cummins, P | |
| | | | | | | ONL HYB | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Cummins, P | 1.5 HOUR ONLINE COMPONENT |

COSMETOLOGY

| | | | | | | | | | | | |
|---------|---|-----------------------|---|-----|-------------------|-------|-------------------------|----------|----------|------------|--------------------------------|
| COS 171 | A | COSMETOLOGY THEORY I | 2 | M | 8:00AM - 10:30AM | B 130 | 08/13/2018 - 10/05/2018 | \$212.00 | \$48.00 | Staff | THEORY; CONCURRENT WITH COS172 |
| | | | | T | 8:00AM - 10:00AM | B 130 | 08/13/2018 - 10/05/2018 | \$212.00 | \$48.00 | Staff | |
| COS 172 | A | COSMETOLOGY CLINIC I | 5 | M | 10:30AM - 12:00PM | B 140 | 08/13/2018 - 10/05/2018 | \$530.00 | \$279.00 | Staff | CLINIC; CONCURRENT WITH COS171 |
| | | | | M | 12:00PM - 4:30PM | B 140 | 08/13/2018 - 10/05/2018 | \$530.00 | \$279.00 | Staff | CLINIC |
| | | | | T | 10:00AM - 12:00PM | B 140 | 08/13/2018 - 10/05/2018 | \$530.00 | \$279.00 | Staff | |
| | | | | T | 1:00PM - 4:30PM | B 140 | 08/13/2018 - 10/05/2018 | \$530.00 | \$279.00 | Staff | |
| | | | | WRF | 8:00AM - 4:30PM | B 140 | 08/13/2018 - 10/05/2018 | \$530.00 | \$279.00 | Dunning, S | |
| COS 173 | B | COSMETOLOGY THEORY II | 3 | M | 8:00AM - 11:30AM | B 130 | 10/08/2018 - 12/14/2018 | \$318.00 | \$72.00 | Staff | COS 171, 172 |
| | | | | T | 8:00AM - 11:00AM | B 130 | 10/08/2018 - 12/14/2018 | \$318.00 | \$72.00 | Staff | THEORY |
| COS 174 | B | COSMETOLOGY CLINIC II | 5 | M | 12:30PM - 4:30PM | B 140 | 10/08/2018 - 12/14/2018 | \$530.00 | \$260.00 | Staff | COS 171, 172 |
| | | | | T | 12:00PM - 4:30PM | B 140 | 10/08/2018 - 12/14/2018 | \$530.00 | \$260.00 | Staff | CLINIC |
| | | | | WRF | 8:00AM - 4:30PM | B 140 | 10/08/2018 - 12/14/2018 | \$530.00 | \$260.00 | Dunning, S | |

CRIMINAL JUSTICE

| | | | | | | | | | | | |
|---------|---|----------------------------------|---|--|--|---------|-------------------------|----------|---------|-------------|---------|
| CRJ 112 | O | INTRODUCTION TO CRIMINOLOGY | 3 | | | ONL CRS | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Staff | |
| CRJ 115 | O | CRIMINAL LAW I | 3 | | | ONL CRS | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Taylor, K | |
| CRJ 134 | O | INTRODUCTION TO JUVENILE JUSTICE | 3 | | | ONL CRS | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Kemp, D | |
| CRJ 136 | O | INTRODUCTION TO CRIMINAL JUSTICE | 3 | | | ONL CRS | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Reichert, S | |
| CRJ 211 | O | CRIMINAL LAW II | 3 | | | ONL CRS | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Taylor, K | CRJ 115 |
| CRJ 214 | O | PROBATION AND PAROLE | 3 | | | ONL CRS | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Galli, P | |
| CRJ 215 | O | COURT PROCEDURES | 3 | | | ONL CRS | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Galli, P | |
| CRJ 216 | A | LAW ENFORCEMENT INTERNSHIP | 3 | | | TBA TBA | 08/13/2018 - 12/14/2018 | \$318.00 | \$72.00 | Lees, M | |

DIESEL TECHNOLOGY

| | | | | | | | | | | | |
|---------|-----|-------------------------|---|----|------------------|-------|-------------------------|----------|---------|----------|-----------------|
| DSL 130 | EQ | BASIC MECHANICAL SKILLS | 3 | MW | 3:00PM - 5:20PM | T 112 | 08/13/2018 - 12/14/2018 | \$318.00 | \$92.00 | Jones, C | HEAVY EQUIPMENT |
| DSL 130 | PS1 | BASIC MECHANICAL SKILLS | 3 | MW | 3:00 - 5:20 p.m. | T 112 | 08/13/2018-12/14/2018 | 318.00 | 92.00 | Jones, C | POWERSPORTS |
| DSL 130 | PS2 | BASIC MECHANICAL SKILLS | 3 | TR | 3:00 - 5:20 p.m. | T 112 | 08/13/2018-12/14/2018 | 318.00 | 92.00 | Jones, C | POWERSPORTS |

| | | | | | | | | | | |
|-------------|------------------------------------|---|-------|-------------------|---|-----|-------------------------|-------------------|--------------|----------------------------|
| DSL 130 TR | BASIC MECHANICAL SKILLS | 3 | TR | 3:00PM - 5:20PM | T | 112 | 08/13/2018 - 12/14/2018 | \$318.00 \$92.00 | Jones, C | HEAVY DUTY TRUCK |
| DSL 131 EQ | ENGINE ELECTRONICS I | 3 | TR | 3:00PM - 4:50PM | T | 102 | 08/13/2018 - 12/14/2018 | \$318.00 \$92.00 | Boots, R | HEAVY EQUIPMENT |
| DSL 131 PS1 | ENGINE ELECTRONICS I | 3 | T R | 3:00PM - 4:50PM | T | 102 | 08/13/2018-12/14/2018 | 318.00 92.00 | Boots, R | POWERSPORTS |
| DSL 131 PS2 | ENGINE ELECTRONICS I | 3 | M W | 3:00PM - 4:50PM | T | 102 | 08/13/2018-12/14/2018 | 318.00 92.00 | Boots, R | POWERSPORTS |
| DSL 131 TR | ENGINE ELECTRONICS I | 3 | MW | 3:00PM - 4:50PM | T | 102 | 08/13/2018 - 12/14/2018 | \$318.00 \$92.00 | Boots, R | HEAVY DUTY TRUCK |
| DSL 133 EQ | PREVENTATIVE MAINTENANCE | 4 | TWRF | 8:00AM - 9:50AM | T | 112 | 08/13/2018 - 12/14/2018 | \$424.00 \$116.00 | Jones, C | HEAVY EQUIPMENT |
| DSL 157 EQ | BASIC INTERNAL COMBUSTION ENGINE | 3 | MTWRF | 8:00AM - 8:50AM | T | 101 | 08/13/2018 - 12/14/2018 | \$318.00 \$92.00 | Lindhorst, R | HEAVY EQUIPMENT |
| DSL 157 PS1 | BASIC INTERNAL COMBUSTION ENGINE | 3 | MTWRF | 8:00AM - 8:50 AM | T | 101 | 08/13/2018-12/14/2018 | 318.00 92.00 | Lindhorst, R | POWERSPORTS |
| DSL 157 PS2 | BASIC INTERNAL COMBUSTION ENGINE | 3 | MTWRF | 9:00AM - 9:50AM | T | 101 | 08/13/2018-12/14/2018 | 318.00 92.00 | Lindhorst, R | POWERSPORTS |
| DSL 157 TR | BASIC INTERNAL COMBUSTION ENGINE | 3 | MTWRF | 9:00AM - 9:50AM | T | 101 | 08/13/2018 - 12/14/2018 | \$318.00 \$92.00 | Lindhorst, R | HEAVY DUTY TRUCK |
| DSL 158 EQ | HYDRAULICS I | 3 | M | 11:00AM - 11:50AM | T | 112 | 08/13/2018 - 12/14/2018 | \$318.00 \$92.00 | Jones, C | HEAVY EQUIPMENT |
| | | | WF | 10:00AM - 11:50AM | T | 112 | 08/13/2018 - 12/14/2018 | \$318.00 \$92.00 | Jones, C | HEAVY EQUIPMENT |
| | | | M | 11:00AM - 11:50AM | T | 112 | 08/13/2018 - 12/14/2018 | \$318.00 \$92.00 | Jones, C | HEAVY DUTY TRUCK |
| DSL 158 TR | HYDRAULICS I | 3 | TR | 10:00AM - 11:50AM | T | 112 | 08/13/2018 - 12/14/2018 | \$318.00 \$92.00 | Jones, C | HEAVY DUTY TRUCK |
| | | | MW | 10:00AM - 12:20PM | T | 101 | 08/13/2018 - 12/14/2018 | \$424.00 \$116.00 | Lindhorst, R | HEAVY DUTY TRUCK |
| | | | M | 8:00AM - 9:50AM | T | 102 | 08/13/2018 - 12/14/2018 | \$530.00 \$140.00 | Boots, R | DSL 131+132/EQUIPMENT |
| DSL 233 EQ | ELECTRICAL DIAGNOSIS | 5 | TWR | 10:00AM - 11:50AM | T | 102 | 08/13/2018 - 12/14/2018 | \$530.00 \$140.00 | Boots, R | DSL 131+132/EQUIPMENT |
| | | | MTWR | 8:00AM - 9:50AM | T | 102 | 08/13/2018 - 12/14/2018 | \$530.00 \$140.00 | Boots, R | DSL 131+132/HVY DUTY TRUCK |
| | | | TR | 10:00AM - 12:20PM | T | 101 | 08/13/2018 - 12/14/2018 | \$424.00 \$116.00 | Lindhorst, R | HEAVY DUTY TRUCK |
| DSL 234 TR | TRUCK TRANSMISSIONS & DRIVE TRAINS | 4 | TR | 10:00AM - 12:20PM | T | 101 | 08/13/2018 - 12/14/2018 | \$424.00 \$116.00 | Lindhorst, R | HEAVY DUTY TRUCK |
| DSL 276 EQ | DIESEL FUEL SYSTEMS | 3 | TR | 1:00PM - 2:50PM | T | 101 | 08/13/2018 - 12/14/2018 | \$318.00 \$92.00 | Lindhorst, R | DSL 275/EQUIPMENT |
| DSL 276 TR | DIESEL FUEL SYSTEMS | 3 | TW | 1:00PM - 2:50PM | T | 101 | 08/13/2018 - 12/14/2018 | \$318.00 \$92.00 | Lindhorst, R | DSL 275/HEAVY DUTY TRUCK |
| DSL 277 EQ | POWER TRAIN FUNDAMENTALS | 3 | MW | 3:00PM - 5:20PM | T | 101 | 08/13/2018 - 12/14/2018 | \$318.00 \$92.00 | Bishop, T | HEAVY EQUIPMENT |

EARLY CHILDHOOD EDUCATION

Students must have the required criminal background check on file prior to being placed in a school setting. Failure to comply will result in the student being dropped from the course.

| | | | | | | | | | | |
|------------|-------------------------------------|---|---|------------------|-----|-----|-------------------------|-------------------|---------|--------------------------------|
| ECE 115 O | INFANT-TODDLER DEVELOPMENT AND CARE | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | King, D | REQUIRED CRIM BACKGROUND CHECK |
| ECE 121 O | INTRODUCTION TO ECE | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | King, D | REQUIRED CRIM BACKGROUND CHECK |
| ECE 141 8A | CHILD DEVELOPMENT | 3 | M | 12:30PM - 2:20PM | A | 222 | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | King, D | REQUIRED CRIM BACKGROUND CHECK |
| | | | | | ONL | HYB | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | King, D | ONE HOUR ONLINE COMPONENT |
| ECE 141 O | CHILD DEVELOPMENT | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | King, D | REQUIRED CRIM BACKGROUND CHECK |
| ECE 142 8A | HEALTH, SAFETY & NUTRITION | 3 | T | 12:30PM - 2:20PM | A | 222 | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | King, D | REQUIRED CRIM BACKGROUND CHECK |
| | | | | | ONL | HYB | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | King, D | ONE HOUR ONLINE COMPONENT |
| ECE 142 O | HEALTH, SAFETY & NUTRITION | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | King, D | REQUIRED CRIM BACKGROUND CHECK |
| ECE 220 O | PRACTICUM I | 4 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$424.00 \$121.00 | King, D | CONSENT & CRIM BACKGROUND CHK |
| ECE 221 O | PRACTICUM II | 4 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$424.00 \$121.00 | King, D | CONSENT & DCF'S BACKGROUND CHK |
| ECE 240 O | MATH AND SCIENCE METHODS | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | King, D | REQUIRED CRIM BACKGROUND CHECK |
| ECE 299 O | DIRECTOR PRACTICUM | 4 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$424.00 \$121.00 | King, D | CONSENT & CRIM BACKGROUND CHK |

ECONOMICS

| | | | | | | | | | | |
|-------------|--------------------------------|---|--|--|-----|-----|-------------------------|------------------|---------------|--|
| ECON 121 O | INTRODUCTION TO MACROECONOMICS | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | Gladfelter, J | |
| ECON 121 OM | INTRODUCTION TO MACROECONOMICS | 3 | | | ONL | CRS | 09/10/2018 - 11/05/2018 | \$318.00 \$97.00 | Gladfelter, J | |

EDUCATION

Students must have the required criminal background check on file prior to being placed in a school setting. Failure to comply will result in the student being dropped from the course.

| | | | | | | | | | | |
|------------|----------------------------------|---|--|--|-----|-----|-------------------------|------------------|---------|--------------------------------|
| EDUC 141 O | INTRODUCTION TO EDUCATION | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | King, D | REQUIRED CRIM BACKGROUND CHECK |
| EDUC 226 O | STUDENTS WITH SPECIAL NEEDS | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | Hall, G | |
| EDUC 228 O | DIVERSITY OF SCHOOLS AND SOCIETY | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | King, D | |
| EDUC 280 O | SELECTED TOPICS IN EDUCATION | 1 | | | ONL | CRS | 08/13/2018 - 10/05/2018 | \$106.00 \$49.00 | King, D | |

COMPLETE SCHEDULE OF CLASSES FOR FALL SEMESTER 2018

Classes Begin August 13, 2018

| Subject | Section | Title | Credits | Days | Times | Location | Start/End Date | Tuition | Fees | Instructor | Pre-requisite/Special Information |
|--------------------------|---------|---------------------------------|---------|------|-------------------|----------|----------------|-------------------------|----------|------------|-----------------------------------|
| EMPLOYMENT SKILLS | | | | | | | | | | | |
| EMP 111 | O | JOB SKILLS DEVELOPMENT | 1 | | | ONL | CRS | 10/09/2018 - 12/14/2018 | \$106.00 | \$49.00 | Lehman, C |
| ENERGY | | | | | | | | | | | |
| ENGY 111 | O | INTRODUCTION TO BIOFUELS | 3 | | | ONL | CRS | 08/12/2018 - 12/14/2018 | \$318.00 | \$97.00 | Loesche, R |
| ENGY 111 | O1 | INTRODUCTION TO BIOFUELS | 3 | | | ONL | CRS | 08/12/2018 - 10/06/2018 | \$318.00 | \$97.00 | Loesche, R |
| ENGY 111 | O2 | INTRODUCTION TO BIOFUELS | 3 | | | ONL | CRS | 10/07/2018 - 12/14/2018 | \$318.00 | \$97.00 | Loesche, R |
| ENGY 113 | O | PLANT MAINTENANCE | 3 | | | ONL | CRS | 08/12/2018 - 12/14/2018 | \$318.00 | \$97.00 | Loesche, R |
| ENGY 113 | O1 | PLANT MAINTENANCE | 3 | | | ONL | CRS | 08/12/2018 - 10/06/2018 | \$318.00 | \$97.00 | Loesche, R |
| ENGY 113 | O2 | PLANT MAINTENANCE | 3 | | | ONL | CRS | 10/07/2018 - 12/14/2018 | \$318.00 | \$97.00 | Loesche, R |
| ENGY 115 | O | AGRICULTURE WASTES TO BIOFUELS | 1 | | | ONL | CRS | 08/12/2018 - 09/08/2018 | \$106.00 | \$49.00 | Loesche, R |
| ENGY 115 | O2 | AGRICULTURE WASTES TO BIOFUELS | 1 | | | ONL | CRS | 10/07/2018 - 11/03/2018 | \$106.00 | \$49.00 | Loesche, R |
| ENGY 131 | O | BIODIESEL PRODUCTION | 3 | | | ONL | CRS | 08/12/2018 - 12/14/2018 | \$318.00 | \$97.00 | Loesche, R |
| ENGY 131 | O1 | BIODIESEL PRODUCTION | 3 | | | ONL | CRS | 08/12/2018 - 10/06/2018 | \$318.00 | \$97.00 | Loesche, R |
| ENGY 131 | O2 | BIODIESEL PRODUCTION | 3 | | | ONL | CRS | 10/07/2018 - 12/14/2018 | \$318.00 | \$97.00 | Loesche, R |
| ENGY 151 | O | ETHANOL PRODUCTION | 3 | | | ONL | CRS | 08/12/2018 - 12/14/2018 | \$318.00 | \$97.00 | Loesche, R |
| ENGY 151 | O1 | ETHANOL PRODUCTION | 3 | | | ONL | CRS | 08/12/2018 - 10/06/2018 | \$318.00 | \$97.00 | Loesche, R |
| ENGY 151 | O2 | ETHANOL PRODUCTION | 3 | | | ONL | CRS | 10/07/2018 - 12/14/2018 | \$318.00 | \$97.00 | Loesche, R |
| ENGY 211 | O | BIOFUELS SYSTEM TECHNOLOGY | 3 | | | ONL | CRS | 08/12/2018 - 12/14/2018 | \$318.00 | \$97.00 | Loesche, R |
| ENGY 211 | O1 | BIOFUELS SYSTEM TECHNOLOGY | 3 | | | ONL | CRS | 08/12/2018 - 10/06/2018 | \$318.00 | \$97.00 | Loesche, R |
| ENGY 211 | O2 | BIOFUELS SYSTEM TECHNOLOGY | 3 | | | ONL | CRS | 10/07/2018 - 12/14/2018 | \$318.00 | \$97.00 | Loesche, R |
| ENGY 213 | O | ALGAE FEEDSTOCKS | 1 | | | ONL | CRS | 08/12/2018 - 09/08/2018 | \$106.00 | \$49.00 | Loesche, R |
| ENGY 213 | O2 | ALGAE FEEDSTOCKS | 1 | | | ONL | CRS | 10/07/2018 - 11/03/2018 | \$106.00 | \$49.00 | Loesche, R |
| ENGLISH | | | | | | | | | | | |
| ENG 101 | 8A | READING/WRITING IMPROVEMENT | 3 | MW | 8:30AM - 9:20AM | B | 104 | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | McClusky, K |
| | | | | | | ONL | HYB | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | McClusky, K |
| ENG 105 | Z | INTRODUCTION TO COLLEGE WRITING | 1 | MW | 9:50AM - 10:20AM | A | 116 | 08/13/2018 - 12/14/2018 | \$106.00 | \$24.00 | Billman, J |
| ENG 109 | 8A | INTEGRATED READING & WRITING | 4 | MW | 9:30AM - 10:20AM | B | 104 | 08/13/2018 - 12/14/2018 | \$424.00 | \$121.00 | McClusky, K |
| | | | | | | ONL | HYB | 08/13/2018 - 12/14/2018 | \$424.00 | \$121.00 | McClusky, K |
| ENG 109 | O | INTEGRATED READING & WRITING | 4 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$424.00 | \$121.00 | Sirach, K |
| ENG 121 | 8B | RHETORIC & COMPOSITION I | 3 | MW | 10:30AM - 11:20AM | E | 203 | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Roehm-Scheffer, J |
| | | | | | | ONL | HYB | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Roehm-Scheffer, J |
| ENG 121 | 8F | RHETORIC & COMPOSITION I | 3 | MW | 11:30AM - 12:20PM | E | 203 | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Roehm-Scheffer, J |
| | | | | | | ONL | HYB | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Roehm-Scheffer, J |
| ENG 121 | 8G | RHETORIC & COMPOSITION I | 3 | T | 1:00PM - 2:20PM | A | 116 | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Billman, J |
| | | | | | | ONL | HYB | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Billman, J |
| ENG 121 | 8H | RHETORIC & COMPOSITION I | 3 | T | 10:00AM - 11:20AM | E | 203 | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Billman, J |
| | | | | | | ONL | HYB | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Billman, J |
| ENG 121 | A | RHETORIC & COMPOSITION I | 3 | MWF | 10:30AM - 11:20AM | B | 202 | 08/13/2018 - 12/14/2018 | \$318.00 | \$72.00 | Blair, B |
| ENG 121 | DA | RHETORIC & COMPOSITION I | 3 | MWF | 9:30AM - 10:20AM | A | 117 | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Blair, B |
| ENG 121 | O | RHETORIC & COMPOSITION I | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Billman, J |
| ENG 121 | OM | RHETORIC & COMPOSITION I | 3 | | | ONL | CRS | 10/09/2018 - 12/14/2018 | \$318.00 | \$97.00 | Roehm-Scheffer, J |
| ENG 121 | Z | RHETORIC & COMPOSITION I | 3 | MW | 8:30AM - 9:50AM | A | 116 | 08/13/2018 - 12/14/2018 | \$318.00 | \$72.00 | Billman, J |
| ENG 122 | A | RHETORIC & COMPOSITION II | 3 | MWF | 1:30PM - 2:20PM | B | 202 | 08/13/2018 - 12/14/2018 | \$318.00 | \$72.00 | Blair, B |

| | | | | | | | | | | |
|------------|-------------------------------|---|----|-------------------|-----|------|-------------------------|------------------|------------|------------------------------|
| ENG 122 O | RHETORIC & COMPOSITION II | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | Parish, R | ENG 121 |
| ENG 122 O2 | RHETORIC & COMPOSITION II | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | Parish, R | ENG 121 |
| ENG 243 8A | INTRO TO DRAMA | 3 | MW | 10:30AM - 11:20AM | F | THTR | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | Kimball, A | ENG 121 & ENG 122 OR CONSENT |
| | | | | | ONL | HYB | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | Kimball, A | ONE HOUR ONLINE COMPONENT |
| ENG 245 O | WORLD LITERATURE | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | Smith, C | ENG 121 & 122 OR CONSENT |
| ENG 280 A | SELECTED TOPICS IN LITERATURE | 1 | W | 12:30PM - 1:20PM | B | 202 | 08/13/2018 - 12/14/2018 | \$106.00 \$24.00 | Blair, B | |

FAMILY & CONSUMER SCIENCE

| | | | | | | | | | | |
|-----------|---------------------------|---|--|--|-----|-----|-------------------------|------------------|---------|--|
| FCS 124 O | INTRODUCTION TO NUTRITION | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | Beal, S | |
|-----------|---------------------------|---|--|--|-----|-----|-------------------------|------------------|---------|--|

FOOD SERVICE SANITATION

| | | | | | | | | | | |
|-----------|------------------------------------|-----|---|-----------------|---|-----|-------------------------|-----------------|------------|--|
| FOS 112 A | FOOD SERVICE SANITATION AND SAFETY | 0.5 | S | 8:00AM - 4:30PM | A | 116 | 08/04/2018 - 08/04/2018 | \$53.00 \$57.00 | Hostert, T | |
| FOS 112 B | FOOD SERVICE SANITATION AND SAFETY | 0.5 | S | 8:00AM - 4:30PM | A | 116 | 09/22/2018 - 09/22/2018 | \$53.00 \$57.00 | Hostert, T | |
| FOS 112 C | FOOD SERVICE SANITATION AND SAFETY | 0.5 | S | 8:00AM - 4:30PM | A | 116 | 10/20/2018 - 10/20/2018 | \$53.00 \$57.00 | Hostert, T | |
| FOS 112 D | FOOD SERVICE SANITATION AND SAFETY | 0.5 | S | 8:00AM - 4:30PM | A | 116 | 12/08/2018 - 12/08/2018 | \$53.00 \$57.00 | Hostert, T | |

GOVERNMENT

| | | | | | | | | | | |
|-------------|---------------------|---|----|-------------------|-----|-----|-------------------------|------------------|---------|---------------------------|
| GOVT 121 8A | AMERICAN GOVERNMENT | 3 | MW | 9:30AM - 10:20AM | B | 106 | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | Lees, M | |
| | | | | | ONL | HYB | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | Lees, M | ONE HOUR ONLINE COMPONENT |
| GOVT 121 8B | AMERICAN GOVERNMENT | 3 | TR | 10:30AM - 11:20AM | B | 106 | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | Lees, M | |
| | | | | | ONL | HYB | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | Lees, M | ONE HOUR ONLINE COMPONENT |
| GOVT 121 OM | AMERICAN GOVERNMENT | 3 | | | ONL | CRS | 09/10/2018 - 11/05/2018 | \$318.00 \$97.00 | Lees, M | |

GRAPHICS

| | | | | | | | | | | |
|------------|------------------------|---|----|-----------------|---|-----|-------------------------|-------------------|------------|--|
| GRAP 121 E | ENGINEERING GRAPHICS I | 3 | WR | 5:00PM - 7:50PM | G | 116 | 08/13/2018 - 12/14/2018 | \$318.00 \$122.00 | Pietsch, C | |
|------------|------------------------|---|----|-----------------|---|-----|-------------------------|-------------------|------------|--|

HEALTH OCCUPATIONS

| | | | | | | | | | | |
|-------------|---------------------------------|---|----|-----------------|-----|-----|-------------------------|-------------------|---------------|---------------------------|
| HLTH 118 E | INTRODUCTION TO PHLEBOTOMY | 3 | MW | 5:00PM - 8:00PM | T | 229 | 10/08/2018 - 12/14/2018 | \$318.00 \$132.00 | Wilson, A | |
| HLTH 150 8E | PHARMACY TECHNICIAN PREPARATION | 7 | W | 4:30PM - 7:30PM | T | 220 | 08/13/2018 - 12/14/2018 | \$742.00 \$308.00 | Pappenfuss, R | |
| | | | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$742.00 \$308.00 | Pappenfuss, R | ONE HOUR ONLINE COMPONENT |

HISTORY

| | | | | | | | | | | |
|------------|---------------------------------|---|-----|-------------------|-----|-----|-------------------------|------------------|--------|--|
| HIST 121 A | HIST OF WESTERN CIVILIZ TO 1648 | 3 | MWF | 10:30AM - 11:20AM | B | 105 | 08/13/2018 - 12/14/2018 | \$318.00 \$72.00 | Rea, S | |
| HIST 141 A | HISTORY OF LATIN AMERICA | 3 | TR | 11:30AM - 12:50PM | B | 105 | 08/13/2018 - 12/14/2018 | \$318.00 \$72.00 | Rea, S | |
| HIST 241 A | AMER HIST I | 3 | MWF | 11:30AM - 12:20PM | B | 105 | 08/13/2018 - 12/14/2018 | \$318.00 \$72.00 | Rea, S | |
| HIST 242 A | AMER HIST II | 3 | MWF | 8:30AM - 9:20AM | B | 105 | 08/13/2018 - 12/14/2018 | \$318.00 \$72.00 | Rea, S | |
| HIST 242 O | AMER HIST II | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | Rea, S | |

HYGIENE

| | | | | | | | | | | |
|------------|-------------------------------------|---|---|-----------------|-----|-----|-------------------------|------------------|--------------|--|
| HYG 113 A | FIRST AID & CARDIOPULMONARY RESUSCI | 2 | T | 1:00PM - 3:00PM | G | 205 | 08/13/2018 - 12/14/2018 | \$212.00 \$48.00 | Totten, J | |
| HYG 121 O | SCIENCE OF PERSONAL HEALTH | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | Stockhowe, S | |
| HYG 121 O2 | SCIENCE OF PERSONAL HEALTH | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | Staff | |

COMPLETE SCHEDULE OF CLASSES FOR FALL SEMESTER 2018

Classes Begin August 13, 2018

| Subject | Section | Title | Credits | Days | Times | Location | Start/End Date | Tuition | Fees | Instructor | Pre-requisite/Special Information |
|-------------------------------|---------|------------------------------|---------|------|-------------------|----------|-------------------------|----------|----------|--------------|-----------------------------------|
| INFORMATION TECHNOLOGY | | | | | | | | | | | |
| IT 119 | 8B | BASIC SOFTWARE APPLICATIONS | 3 | MW | 2:30PM - 3:20PM | B 224 | 08/13/2018 - 12/14/2018 | \$318.00 | \$117.00 | Ledbetter, K | REQ. MICROSOFT WINDOWS/OFFICE |
| | | | | | | ONL HYB | 08/13/2018 - 12/14/2018 | \$318.00 | \$117.00 | Ledbetter, K | ONE HOUR ONLINE COMPONENT |
| IT 119 | A | BASIC SOFTWARE APPLICATIONS | 3 | MWF | 1:30PM - 2:20PM | B 224 | 08/13/2018 - 12/14/2018 | \$318.00 | \$92.00 | Ledbetter, K | REQ. MICROSOFT WINDOWS/OFFICE |
| IT 119 | O | BASIC SOFTWARE APPLICATIONS | 3 | | | ONL CRS | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Ledbetter, K | REQ. MICROSOFT WINDOWS/OFFICE |
| IT 153 | A | IT ESSENTIALS I | 4 | MW | 8:30AM - 10:20AM | G 212 | 08/13/2018 - 12/14/2018 | \$424.00 | \$141.00 | Reed, M | |
| IT 155 | 8A | FUNDAMENTALS OF UNIX | 4 | TR | 8:30AM - 9:50AM | G 212 | 08/13/2018 - 12/14/2018 | \$424.00 | \$166.00 | Reed, M | |
| | | | | | | ONL HYB | 08/13/2018 - 12/14/2018 | \$424.00 | \$166.00 | Reed, M | ONE-HOUR ONLINE COMPONENT |
| IT 171 | 8A | INTRODUCTION TO GAME DESIGN | 3 | TR | 1:30PM - 2:20PM | G 212 | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Reed, M | |
| | | | | | | ONL HYB | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Reed, M | ONE-HOUR ONLINE COMPONENT |
| IT 173 | 8A | PROGRAMMING I | 3 | MW | 10:30AM - 11:50AM | B 224 | 08/13/2018 - 12/14/2018 | \$318.00 | \$117.00 | Wang, C | |
| | | | | | | ONL HYB | 08/13/2018 - 12/14/2018 | \$318.00 | \$117.00 | Wang, C | ONE-HOUR ONLINE COMPONENT |
| IT 196 | 8A | COMPUTER SECURITY II | 4 | MW | 1:00PM - 2:20PM | G 212 | 08/13/2018 - 12/14/2018 | \$424.00 | \$182.00 | Reed, M | |
| | | | | | | ONL HYB | 08/13/2018 - 12/14/2018 | \$424.00 | \$182.00 | Reed, M | ONE-HOUR ONLINE COMPONENT |
| IT 215 | A | NETWORK FUNDAMENTALS | 4 | TR | 10:00AM - 11:50AM | G 212 | 08/13/2018 - 12/14/2018 | \$424.00 | \$141.00 | Reed, M | |
| IT 216 | O | ROUTER THEORY AND TECHNOLOGY | 4 | | | ONL CRS | 08/13/2018 - 12/14/2018 | \$424.00 | \$166.00 | Reed, M | IT 215 |
| IT 218 | O | WIDE AREA NETWORKS | 4 | | | ONL CRS | 08/13/2018 - 12/14/2018 | \$424.00 | \$166.00 | Reed, M | IT 215 |
| IT 219 | O | LAN SWITCHING AND WIRELESS | 4 | | | ONL CRS | 08/13/2018 - 12/14/2018 | \$424.00 | \$121.00 | Reed, M | IT 215 |
| IT 230 | A | INTERNSHIP | 2 | | | OJT OJT | 08/13/2018 - 12/14/2018 | \$212.00 | \$48.00 | Reed, M | INSTRUCTOR CONSENT |
| IT 230 | B | INTERNSHIP | 3 | | | OJT OJT | 08/13/2018 - 12/14/2018 | \$318.00 | \$72.00 | Reed, M | INSTRUCTOR CONSENT |
| IT 230 | C | INTERNSHIP | 4 | | | OJT OJT | 08/13/2018 - 12/14/2018 | \$424.00 | \$96.00 | Reed, M | INSTRUCTOR CONSENT |

MASSAGE THERAPY

| | | | | | | | | | | | |
|--------|---|---------------------------------|---|----|------------------|--------|-------------------------|----------|----------|-------|-----|
| MT 110 | X | INTRODUCTION TO MASSAGE THERAPY | 3 | MW | 9:00AM - 12:00PM | CI 123 | 08/13/2018 - 10/05/2018 | \$318.00 | \$72.00 | Staff | |
| MT 111 | X | MASSAGE THERAPY ANATOMY | 3 | M | 9:00AM - 12:00PM | CI 123 | 10/09/2018 - 12/14/2018 | \$318.00 | \$101.00 | Staff | |
| | | | | W | 9:00AM - 1:00PM | CI 103 | 10/09/2018 - 12/14/2018 | \$318.00 | \$101.00 | Staff | LAB |

MATHEMATICS

| | | | | | | | | | | | |
|----------|----|-----------------------------------|---|-------|-------------------|---------|-------------------------|----------|----------|----------------|---------------------------|
| MATH 101 | E | MATH IMPROVEMENT | 2 | MW | 4:30PM - 5:20PM | A 230 | 08/13/2018 - 12/14/2018 | \$212.00 | \$24.00 | Chambers, D | |
| MATH 106 | A | BEGINNING ALGEBRA | 4 | TR | 9:30AM - 11:20AM | A 229 | 08/13/2018 - 12/14/2018 | \$424.00 | \$96.00 | Householder, P | MATH 101 |
| MATH 106 | E | BEGINNING ALGEBRA | 4 | MW | 5:30PM - 7:20PM | A 230 | 08/13/2018 - 12/14/2018 | \$424.00 | \$96.00 | Chambers, D | MATH 101 |
| MATH 109 | A | INTERMEDIATE ALGEBRA | 4 | MTWR | 11:30AM - 12:20PM | A 231 | 08/13/2018 - 12/14/2018 | \$424.00 | \$96.00 | Harbison, J | MATH 106 |
| MATH 109 | E | INTERMEDIATE ALGEBRA | 4 | TR | 5:00PM - 6:50PM | A 229 | 08/13/2018 - 12/14/2018 | \$424.00 | \$96.00 | Appel, J | MATH 106 |
| MATH 128 | A | COLLEGE ALGEBRA | 4 | TR | 12:00PM - 1:50PM | A 229 | 08/13/2018 - 12/14/2018 | \$424.00 | \$96.00 | Householder, P | MATH 108 & MATH 109 |
| MATH 141 | 8B | STATISTICS | 4 | W | 1:30PM - 3:20PM | A 231 | 08/13/2018 - 12/14/2018 | \$424.00 | \$121.00 | Harbison, J | MATH 128-C OR BETTER |
| | | | | | | ONL HYB | 08/13/2018 - 12/14/2018 | \$424.00 | \$121.00 | Harbison, J | TWO HOUR ONLINE COMPONENT |
| MATH 141 | A | STATISTICS | 4 | MW | 8:30AM - 10:20AM | A 231 | 08/13/2018 - 12/14/2018 | \$424.00 | \$96.00 | Harbison, J | MATH 128-C OR BETTER |
| MATH 143 | A | APPLIED CALCULUS | 4 | MTR | 1:30PM - 2:20PM | A 230 | 08/13/2018 - 12/14/2018 | \$424.00 | \$96.00 | Martin, K | MATH 128-C OR BETTER |
| | | | | F | 11:30AM - 12:20PM | A 230 | 08/13/2018 - 12/14/2018 | \$424.00 | \$96.00 | Martin, K | |
| MATH 144 | A | HEART OF MATHEMATICS | 4 | TR | 8:30AM - 10:20AM | A 231 | 08/13/2018 - 12/14/2018 | \$424.00 | \$96.00 | Harbison, J | MATH 109-C OR BETTER |
| MATH 144 | B | HEART OF MATHEMATICS | 4 | TR | 1:30PM - 3:20PM | A 231 | 08/13/2018 - 12/14/2018 | \$424.00 | \$96.00 | Harbison, J | MATH 109-C OR BETTER |
| MATH 144 | O | HEART OF MATHEMATICS | 4 | | | ONL CRS | 08/13/2018 - 12/14/2018 | \$424.00 | \$121.00 | Harbison, J | MATH 109-C OR BETTER |
| MATH 151 | O | OCCUPATIONAL MATH | 4 | | | ONL CRS | 08/13/2018 - 12/14/2018 | \$424.00 | \$121.00 | Appel, J | MATH 101 |
| MATH 161 | A | PRE-CALCULUS | 4 | MTRF | 8:00AM - 8:50AM | A 230 | 08/13/2018 - 12/14/2018 | \$424.00 | \$96.00 | Martin, K | HS MATH 4/MATH 108 & 128 |
| MATH 161 | B | PRE-CALCULUS | 4 | MTRF | 10:30AM - 11:20AM | A 230 | 08/13/2018 - 12/14/2018 | \$424.00 | \$96.00 | Martin, K | HS MATH 4/MATH 108 & 128 |
| MATH 165 | 8A | SCIENTIFIC PROGRAMMING | 3 | M | 10:30AM - 11:50AM | B 224 | 08/13/2018 - 12/14/2018 | \$318.00 | \$117.00 | Wang, C | MATH 162 |
| | | | | W | 10:30AM - 11:50AM | B 224 | 08/13/2018 - 12/14/2018 | \$318.00 | \$117.00 | Wang, C | LAB |
| | | | | | | ONL HYB | 08/13/2018 - 12/14/2018 | \$318.00 | \$117.00 | Wang, C | ONE HOUR ONLINE COMPONENT |
| MATH 204 | A | ALGEBRAIC AND ARITHMETIC SYSTEMS | 4 | MTWR | 2:00PM - 2:50PM | A 229 | 08/13/2018 - 12/14/2018 | \$424.00 | \$96.00 | Appel, J | MATH 109-C OR BETTER |
| MATH 221 | A | CALCULUS AND ANALYTIC GEOMETRY II | 5 | MTWRF | 9:30AM - 10:20AM | A 230 | 08/13/2018 - 12/14/2018 | \$530.00 | \$120.00 | Martin, K | MATH 162 - C OR BETTER |

MINING TECHNOLOGY* - COOPERATIVE PROGRAM OFFERED BY SIC & WABASH VALLEY COLLEGE

*MINING TECHNOLOGY - Cooperative Program with Wabash Valley College - This schedule is subject to change. Call Kimberly Oliver at 618-252-5400, ext. 2360, or email at oliverk@iecc.edu for class confirmation & registration information.

| | | | | | | | |
|----------|-----------|---|---|------------------|-------|-------------------------|-------|
| CMT 1230 | First Aid | 4 | M | 8:00AM - 12:00PM | G 113 | 08/13/2018 - 12/14/2018 | Staff |
|----------|-----------|---|---|------------------|-------|-------------------------|-------|

| | | | | | | | | |
|----------|--------------|---|---|-----------------|---|-----|-------------------------|-------|
| CMT 1250 | Ventilation | 4 | M | 1:00PM - 5:00PM | G | 113 | 08/13/2018 - 12/14/2018 | Staff |
| CMT 2230 | Hydraulics I | 4 | T | 8:00AM -12:00PM | G | 113 | 08/13/2018 - 12/14/2018 | Staff |
| CMT 2250 | Electrical I | 4 | T | 1:00PM - 5:00PM | G | 113 | 08/13/2018 - 12/14/2018 | Staff |

MUSIC

| | | | | | | | | | | |
|------------|--------------------------|---|----|------------------|-----|-----|-------------------------|-------------------|------------|---------------------------|
| MUS 121 8A | MUSIC APPRECIATION | 3 | MW | 1:30PM - 2:20PM | F | 110 | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | Garmane, C | |
| | | | | | ONL | HYB | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | Garmane, C | ONE HOUR ONLINE COMPONENT |
| MUS 121 O | MUSIC APPRECIATION | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 \$97.00 | Garmane, C | |
| MUS 124 A | PRIVATE APPLIED MUSIC I | 1 | | | F | 116 | 08/13/2018 - 12/14/2018 | \$106.00 \$119.00 | Staff | DEPT PERMISSION |
| MUS 125 A | PRIVATE APPLIED MUSIC II | 1 | | | F | 116 | 08/13/2018 - 12/14/2018 | \$106.00 \$119.00 | Staff | DEPT PERMISSION |
| MUS 141 E | CHORUS | 1 | T | 6:00PM - 7:50PM | F | 110 | 08/13/2018 - 12/14/2018 | \$106.00 \$24.00 | Green, T | |
| MUS 142 E | CHORUS II | 1 | T | 6:00PM - 7:50PM | F | 110 | 08/13/2018 - 12/14/2018 | \$106.00 \$24.00 | Green, T | |
| MUS 143 E | CHORUS III | 1 | T | 6:00PM - 7:50PM | F | 110 | 08/13/2018 - 12/14/2018 | \$106.00 \$24.00 | Green, T | |
| MUS 144 E | CHORUS IV | 1 | T | 6:00PM - 7:50PM | F | 110 | 08/13/2018 - 12/14/2018 | \$106.00 \$24.00 | Green, T | |
| MUS 145 E | GOSPEL CHOIR | 1 | R | 3:00PM - 4:50PM | F | 110 | 08/13/2018 - 12/14/2018 | \$106.00 \$24.00 | Garmane, C | |
| MUS 147 E | GOSPEL CHOIR II | 1 | R | 3:00PM - 4:50PM | F | 110 | 08/13/2018 - 12/14/2018 | \$106.00 \$24.00 | Garmane, C | |
| MUS 181 A | THEORY OF MUSIC I | 4 | TR | 11:30AM - 1:20PM | F | 110 | 08/13/2018 - 12/14/2018 | \$424.00 \$96.00 | Garmane, C | |
| MUS 222 OM | FUNDAMENTALS OF MUSIC | 3 | | | ONL | CRS | 10/09/2018 - 12/14/2018 | \$318.00 \$97.00 | Garmane, C | |
| MUS 280 A | SELECTED TOPICS IN MUSIC | 3 | | | F | 110 | 08/13/2018 - 12/14/2018 | \$318.00 \$72.00 | Garmane, C | DEPT PERMISSION |
| MUS 281 A | THEORY OF MUSIC III | 4 | TR | 11:30AM - 1:20PM | F | 110 | 08/13/2018 - 12/14/2018 | \$424.00 \$96.00 | Garmane, C | MUS 182 OR EQUIVALENT |

NURSING - ADN

| | | | | | | | | | | |
|-----------|---------------------|-----|----|------------------|-----|-----|-------------------------|-------------------|------------|----------|
| ADN 270 A | MED-SURG NURSING I | 4 | W | 8:30AM - 3:30PM | T | 230 | 09/27/2018 - 12/14/2018 | \$424.00 \$156.00 | Lampley, K | |
| | | | TF | 7:00AM - 4:30PM | CLN | CLN | 09/27/2018 - 12/14/2018 | \$424.00 \$156.00 | Lampley, K | CLINICAL |
| | | | TF | 7:00AM - 4:30PM | CLN | CLN | 09/27/2018 - 12/14/2018 | \$424.00 \$156.00 | Moore, S | CLINICAL |
| ADN 271 A | MED-SURG NURSING II | 4 | M | 8:30AM - 12:30PM | T | 230 | 08/13/2018 - 09/26/2018 | \$424.00 \$134.00 | Moore, S | |
| | | | R | 8:30AM - 4:30PM | T | 230 | 08/13/2018 - 09/26/2018 | \$424.00 \$134.00 | Lampley, K | LAB |
| | | | W | 12:30PM - 4:30PM | T | 230 | 08/13/2018 - 09/26/2018 | \$424.00 \$134.00 | Moore, S | |
| | | | R | 8:30AM - 4:30PM | T | 230 | 08/13/2018 - 09/26/2018 | \$424.00 \$134.00 | Moore, S | LAB |
| ADN 273 A | OBSTETRICAL NURSING | 2.5 | M | 8:30AM - 12:30PM | T | 230 | 09/27/2018 - 12/14/2018 | \$265.00 \$70.00 | Moore, S | |
| | | | R | 7:00AM - 4:30PM | CLN | CLN | 09/27/2018 - 12/14/2018 | \$265.00 \$70.00 | Lampley, K | CLINICAL |
| | | | F | 8:00AM - 4:30PM | T | 230 | 09/27/2018 - 12/14/2018 | \$265.00 \$70.00 | Lampley, K | LAB |
| | | | T | 8:30AM - 2:30PM | T | 230 | 08/13/2018 - 09/25/2018 | \$265.00 \$70.00 | Lampley, K | |
| ADN 274 A | PEDIATRIC NURSING | 2.5 | F | 7:30AM - 4:30PM | CLN | CLN | 08/13/2018 - 09/25/2018 | \$265.00 \$70.00 | Lampley, K | CLINICAL |
| | | | | 8:30AM - 4:30PM | T | 230 | 08/13/2018 - 09/25/2018 | \$265.00 \$70.00 | Lampley, K | LAB |
| | | | F | 8:30AM - 4:30PM | T | 230 | 08/13/2018 - 09/25/2018 | \$265.00 \$70.00 | Moore, S | LAB |
| | | | F | 7:30AM - 4:30PM | CLN | CLN | 08/13/2018 - 09/25/2018 | \$265.00 \$70.00 | Moore, S | CLINICAL |

NURSING - PN

| | | | | | | | | | | |
|------------|------------------------------------|---|----|-------------------|-----|-----|-------------------------|-------------------|--------------|---------------------------|
| NUR 151 A | NUTRITION THROUGHOUT THE LIFESPAN | 2 | F | 8:30AM - 12:30PM | T | 217 | 10/08/2018 - 12/14/2018 | \$212.00 \$48.00 | Knight, B | NUR 170, 173 |
| NUR 151 B | NUTRITION THROUGHOUT THE LIFESPAN | 2 | | 8:30AM - 12:30PM | T | 217 | 10/08/2018 - 12/14/2018 | \$212.00 \$48.00 | Knight, B | NUR 170, 173 |
| NUR 153 8A | MEDICATION CALCULATIONS | 4 | | | ONL | HYB | 08/13/2018 - 12/14/2018 | \$424.00 \$121.00 | Murphy, A | TWO HOUR ONLINE COMPONENT |
| | | | W | 10:30AM - 12:30PM | T | 220 | 08/13/2018 - 12/14/2018 | \$424.00 \$121.00 | Murphy, A | |
| NUR 153 O | MEDICATION CALCULATIONS | 4 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$424.00 \$121.00 | Dixon, S | |
| NUR 170 A | PRACTICAL NURSING BASIC PROCEDURES | 3 | W | 8:30AM - 11:30AM | T | 217 | 08/13/2018 - 10/05/2018 | \$318.00 \$296.00 | McConnell, K | ACCEPTANCE TO PN PROGRAM |
| | | | MR | 8:30AM - 4:30PM | T | 224 | 08/13/2018 - 10/05/2018 | \$318.00 \$296.00 | Knight, B | LAB |
| | | | MR | 8:30AM - 4:30PM | T | 224 | 08/13/2018 - 10/05/2018 | \$318.00 \$296.00 | McConnell, K | LAB |
| | | | MR | 8:30AM - 4:30PM | T | 224 | 08/13/2018 - 10/05/2018 | \$318.00 \$296.00 | Staff | LAB |
| NUR 170 B | PRACTICAL NURSING BASIC PROCEDURES | 3 | W | 8:30AM - 11:30AM | T | 217 | 08/13/2018 - 10/06/2018 | \$318.00 \$296.00 | McConnell, K | ACCEPTANCE TO PN PROGRAM |
| | | | MR | 8:30AM - 4:30PM | T | 224 | 08/13/2018 - 10/06/2018 | \$318.00 \$296.00 | Knight, B | LAB |
| | | | MR | 8:30AM - 4:30PM | T | 224 | 08/13/2018 - 10/06/2018 | \$318.00 \$296.00 | McConnell, K | LAB |
| | | | MR | 8:30AM - 4:30PM | T | 224 | 08/13/2018 - 10/06/2018 | \$318.00 \$296.00 | Staff | LAB |

COMPLETE SCHEDULE OF CLASSES FOR FALL SEMESTER 2018

Classes Begin August 13, 2018

| Subject | Section | Title | Credits | Days | Times | Location | Start/End Date | Tuition | Fees | Instructor | Pre-requisite/Special Information |
|-----------|---------|-------------------------------------|---------|------|------------------|----------|-------------------------|----------|----------|--------------|-----------------------------------|
| NUR 171 A | | PRACTICAL NUR PRINCIPLES & PROC I | 3 | W | 8:30AM - 11:30AM | T 217 | 10/08/2018 - 12/14/2018 | \$318.00 | \$267.00 | McConnell, K | NUR 170, 173 |
| | | | | MR | 8:30AM - 4:30PM | T 224 | 10/08/2018 - 12/14/2018 | \$318.00 | \$267.00 | Knight, B | LAB |
| | | | | W | 8:30AM - 11:30AM | T 217 | 10/08/2018 - 12/14/2018 | \$318.00 | \$267.00 | McConnell, K | NUR 170 |
| | | | | MR | 8:30AM - 4:30PM | T 224 | 10/08/2018 - 12/14/2018 | \$318.00 | \$267.00 | Knight, B | LAB |
| NUR 172 A | | PRACTICAL NUR PRINCIPLES & PROC II | 4 | T | 8:30AM - 11:30AM | T 217 | 08/13/2018 - 12/14/2018 | \$424.00 | \$134.00 | Murphy, A | ACCEPTANCE TO PN PROGRAM |
| | | | | T | 1:00PM - 4:00PM | T 224 | 08/13/2018 - 12/14/2018 | \$424.00 | \$134.00 | Dixon, S | LAB |
| | | | | T | 1:00PM - 4:00PM | T 224 | 08/13/2018 - 12/14/2018 | \$424.00 | \$134.00 | Knight, B | |
| NUR 172 B | | PRACTICAL NUR PRINCIPLES & PROC II | 4 | T | 8:30AM - 11:30AM | T 217 | 08/13/2018 - 12/14/2018 | \$424.00 | \$134.00 | Murphy, A | ACCEPTANCE TO PN PROGRAM |
| | | | | T | 1:00PM - 4:00PM | T 224 | 08/13/2018 - 12/14/2018 | \$424.00 | \$134.00 | Dixon, S | LAB |
| | | | | T | 1:00PM - 4:00PM | T 224 | 08/13/2018 - 12/14/2018 | \$424.00 | \$134.00 | Knight, B | |
| NUR 173 A | | PRACTICAL NUR PRINCIPLES & PROC III | 2 | F | 8:30AM - 12:30PM | T 217 | 08/13/2018 - 10/05/2018 | \$212.00 | \$165.00 | Knight, B | ACCEPTANCE TO PN PROGRAM |
| | | | | | | | 08/13/2018 - 10/05/2018 | \$212.00 | \$165.00 | Murphy, A | |
| NUR 173 B | | PRACTICAL NUR PRINCIPLES & PROC III | 2 | F | 8:30AM - 12:30PM | T 217 | 08/13/2018 - 10/05/2018 | \$212.00 | \$124.40 | Knight, B | ACCEPTANCE TO PN PROGRAM |
| | | | | | | | 08/13/2018 - 10/05/2018 | \$212.00 | \$124.40 | Murphy, A | |
| NUR 195 A | | MEDICAL TERMINOLOGY | 3 | T | 9:00AM - 11:50AM | T 220 | 08/13/2018 - 12/14/2018 | \$318.00 | \$72.00 | Knight, B | |
| NUR 195 O | | MEDICAL TERMINOLOGY | 3 | | | ONL CRS | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Hess, E | |

OUTDOOR RECREATION

| | | | | | | | | | | | |
|------------|--|----------------------------------|---|----|--------------------|--------------|-----------------------|----------|---------|--------------|----------------------|
| OUTR 111 E | | RECREATION FOUNDATIONS | 3 | TR | 6:00 - 7:20 P.M. | MC B 202 | 08/13/2018-12/14/2018 | \$318.00 | \$72.00 | Armstrong, A | |
| OUTR 131 E | | LEADERSHIP IN OUTDOOR RECREATION | 3 | MW | 6:00 - 7:20 P.M. | MC B 202 | 08/13/2018-12/14/2018 | \$318.00 | \$72.00 | Armstrong, A | OUTR 111 OR CONSENT |
| OUTR 170 A | | BASIC ARCHERY | 1 | S | 10:00 - 11:50 A.M. | MC ARCH RNG | 08/13/2018-12/14/2018 | \$106.00 | \$24.00 | Armstrong, A | |
| OUTR 172 A | | ADVANCED ARCHERY | 1 | S | 10:00 - 11:50 A.M. | MC ARCH RNG | 08/13/2018-12/14/2018 | \$106.00 | \$24.00 | Armstrong, A | OUTR 170 & 171 |
| OUTR 235 A | | INDOOR ARCHERY FUNDAMENTALS | 1 | S | 8:00 - 9:50 A.M. | MC ARCH RNGI | 08/13/2018-12/14/2018 | \$106.00 | \$24.00 | Armstrong, A | ARCHERY TEAM MEMBERS |
| OUTR 237 A | | INDOOR ARCHERY ADVANCED | 1 | S | 8:00 - 9:50 A.M. | MC ARCH RNGI | 08/13/2018-12/14/2018 | \$106.00 | \$24.00 | Armstrong, A | OUTR 235 & 236 |

PHILOSOPHY

| | | | | | | | | | | | |
|------------|--|-----------------------|---|-----|------------------|---------|-------------------------|----------|---------|----------|--|
| PHIL 121 A | | INTRO TO PHILOSOPHY | 3 | MWF | 8:30AM - 9:20AM | E 203 | 08/13/2018 - 12/14/2018 | \$318.00 | \$72.00 | Smith, C | |
| PHIL 121 B | | INTRO TO PHILOSOPHY | 3 | MWF | 9:30AM - 10:20AM | E 203 | 08/13/2018 - 12/14/2018 | \$318.00 | \$72.00 | Smith, C | |
| PHIL 121 O | | INTRO TO PHILOSOPHY | 3 | | | ONL CRS | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Linz, J | |
| PHIL 122 A | | FUNDAMENTALS OF LOGIC | 3 | TR | 1:00PM - 2:20PM | E 203 | 08/13/2018 - 12/14/2018 | \$318.00 | \$72.00 | Smith, C | |

PHYSICAL EDUCATION

| | | | | | | | | | | | |
|-----------|--|------------------------------|-----|--------|-----------------|----------|-------------------------|----------|---------|---------------|-------------------|
| PE 146 A | | WOMEN'S TEAM SOFTBALL II | 2 | MTWRF | | C GYM | 08/13/2018 - 12/14/2018 | \$212.00 | \$53.00 | Calcaterra, M | TEAM MEMBERS ONLY |
| PE 165 A | | WOMEN'S TEAM BASKETBALL II | 2 | MTWRF | | C GYM | 08/13/2018 - 12/14/2018 | \$212.00 | \$53.00 | Kenner, S | TEAM MEMBERS ONLY |
| PE 183 A | | AEROBIC FITNESS EXERCISE | 1 | MTWRFS | | C 205 | 08/13/2018 - 12/14/2018 | \$106.00 | \$44.00 | Kenner, S | |
| PE 183 B | | AEROBIC FITNESS EXERCISE | 1 | MTWRFS | | C 205 | 10/09/2018 - 12/14/2018 | \$106.00 | \$44.00 | Kenner, S | |
| PE 184 A | | AEROBIC FITNESS EXERCISE II | 1 | MTWRFS | | C 205 | 08/13/2018 - 12/14/2018 | \$106.00 | \$44.00 | Kenner, S | |
| PE 184 B | | AEROBIC FITNESS EXERCISE II | 1 | MTWRFS | | C 205 | 10/09/2018 - 12/14/2018 | \$106.00 | \$44.00 | Kenner, S | |
| PE 185 A | | AEROBIC FITNESS EXERCISE III | 1 | MTWRFS | | C 205 | 08/13/2018 - 12/14/2018 | \$106.00 | \$44.00 | Kenner, S | |
| PE 186 A | | AEROBIC FITNESS EXERCISE IV | 1 | MTWRFS | | C 205 | 08/13/2018 - 12/14/2018 | \$106.00 | \$44.00 | Kenner, S | |
| PE 189 X | | FITNESS THROUGH WALKING II | 0.5 | MW | 5:00AM - 5:50AM | CIHS CLS | 08/13/2018 - 12/14/2018 | \$53.00 | \$12.00 | King, R | |
| PE 189 X2 | | FITNESS THROUGH WALKING II | 0.5 | MW | 6:00AM - 6:50AM | CIHS CLS | 08/13/2018 - 12/14/2018 | \$53.00 | \$12.00 | Gholson, T | |
| PE 220 O | | THEORY OF COACHING | 3 | | | ONL CRS | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Calcaterra, M | |
| PE 222 A | | MEN'S TEAM BASKETBALL II | 2 | MTWRF | | C GYM | 08/13/2018 - 12/14/2018 | \$212.00 | \$53.00 | Motsinger, M | TEAM MEMBERS ONLY |
| PE 244 A | | MEN'S TEAM BASEBALL II | 2 | MTWRF | | C GYM | 08/13/2018 - 12/14/2018 | \$212.00 | \$53.00 | Irlbeck, J | TEAM MEMBERS ONLY |

PHYSICS

| | | | | | | | | | | | |
|-------------|--|-------------------|---|------|-------------------|---------|-------------------------|----------|----------|--------|---------------------|
| PHYS 121 8O | | BASIC PHYSICS | 4 | T | 1:30PM - 3:20PM | A 110 | 08/13/2018 - 12/14/2018 | \$424.00 | \$141.00 | Aul, A | LAB ON CAMPUS |
| | | | | | | ONL CRS | 08/13/2018 - 12/14/2018 | \$424.00 | \$141.00 | Aul, A | MATH 109 |
| PHYS 121 A | | BASIC PHYSICS | 4 | MWF | 10:30AM - 11:20AM | A 110 | 08/13/2018 - 12/14/2018 | \$424.00 | \$116.00 | Aul, A | MATH 109 |
| | | | | T | 10:30AM - 12:20PM | A 110 | 08/13/2018 - 12/14/2018 | \$424.00 | \$116.00 | Aul, A | LAB |
| PHYS 221 A | | GENERAL PHYSICS I | 5 | MTWF | 8:30AM - 9:20AM | A 110 | 08/13/2018 - 12/14/2018 | \$530.00 | \$140.00 | Aul, A | MATH 162 |
| | | | | R | 8:30AM - 10:20AM | A 110 | 08/13/2018 - 12/14/2018 | \$530.00 | \$140.00 | Aul, A | LAB |
| PHYS 241 O | | STATICS | 3 | | | ONL CRS | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Aul, A | MATH 221 & PHYS 221 |

POWERSPORTS TECHNOLOGY

| | | | | | | | | | | | |
|-----------|-------------------------------|---|----|-----------------|---|-----|-----------------------|--------|-------|----------|--|
| PST 140 A | INTRO, SET-UP AND MAINTENANCE | 3 | TW | 1:00PM – 2:50PM | W | 103 | 08/13/2018-12/14/2018 | 318.00 | 72.00 | Boots, R | |
|-----------|-------------------------------|---|----|-----------------|---|-----|-----------------------|--------|-------|----------|--|

PSYCHOLOGY

| | | | | | | | | | | | |
|-------------|-------------------------------------|---|----|-------------------|-----|-----|-------------------------|----------|---------|---------------|---------------------------|
| PSYC 121 8A | INTRO PSYCHOLOGY | 3 | MW | 11:30AM - 12:20PM | A | 116 | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Calcaterra, M | ONE HOUR ONLINE COMPONENT |
| | | | | | ONL | HYB | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Calcaterra, M | |
| PSYC 121 O | INTRO PSYCHOLOGY | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Berry, L | |
| PSYC 121 O2 | INTRO PSYCHOLOGY | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Berry, L | |
| PSYC 121 O3 | INTRO PSYCHOLOGY | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Cox, D | |
| PSYC 221 O | CHILD PSYCHOLOGY | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Cox, D | |
| PSYC 244 O | HUMAN GROWTH & DEVELOPMENT-LIFESPAN | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Gladfelter, L | |
| PSYC 244 O2 | HUMAN GROWTH & DEVELOPMENT-LIFESPAN | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Calcaterra, M | |
| PSYC 246 O | SOCIAL PSYCHOLOGY | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Lees, M | |

READING

| | | | | | | | | | | | |
|------------|----------------------|---|--|--|-----|-----|-------------------------|----------|---------|-----------|--|
| READ 106 O | INTRODUCTORY READING | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Sirach, K | |
|------------|----------------------|---|--|--|-----|-----|-------------------------|----------|---------|-----------|--|

SAFETY

| | | | | | | | | | | | |
|-------------|---------------------------------|-----|---|------------------|------|------|-------------------------|----------|----------|-----------|----------|
| SAFE 171 A1 | INTRO TO BASIC HANDGUN SHOOTING | 0.5 | S | 8:00AM - 12:00PM | G | 205 | 08/25/2018 - 08/25/2018 | \$53.00 | \$62.50 | Jones, K | 8 HOURS |
| | | | | 1:00PM - 5:00PM | RNGE | RNGE | 08/25/2018 - 08/25/2018 | \$53.00 | \$62.50 | Jones, K | |
| | | | | | | | 08/25/2018 - 08/25/2018 | \$53.00 | \$62.50 | Howton, D | |
| SAFE 171 N1 | INTRO TO BASIC HANDGUN SHOOTING | 1 | M | 6:00PM - 10:00PM | G | 221 | 08/20/2018 - 08/20/2018 | \$106.00 | \$124.00 | Jones, K | 16 HOURS |
| | | | | 6:00PM - 10:00PM | G | 221 | 08/21/2018 - 08/21/2018 | \$106.00 | \$124.00 | Jones, K | |
| | | | | 8:00AM - 12:00PM | G | 205 | 08/25/2018 - 08/25/2018 | \$106.00 | \$124.00 | Jones, K | |
| | | | | 1:00PM - 5:00PM | RNGE | RNGE | 08/25/2018 - 08/25/2018 | \$106.00 | \$124.00 | Jones, K | |
| | | | | MTS | | | 08/20/2018 - 08/25/2018 | \$106.00 | \$124.00 | Howton, D | |

SOCIOLOGY

| | | | | | | | | | | | |
|------------|------------------------|---|----|-----------------|-----|-----|-------------------------|----------|---------|---------|---------------------------|
| SOC 121 8A | INTRODUCTORY SOCIOLOGY | 3 | TR | 1:00PM - 1:50PM | B | 106 | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Lees, M | ONE HOUR ONLINE COMPONENT |
| | | | | | ONL | HYB | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Lees, M | |
| SOC 121 O | INTRODUCTORY SOCIOLOGY | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Lees, M | |
| SOC 121 OM | INTRODUCTORY SOCIOLOGY | 3 | | | ONL | CRS | 09/10/2018 - 11/05/2018 | \$318.00 | \$97.00 | Lees, M | |

SPANISH

| | | | | | | | | | | | |
|------------|----------------------|---|----|------------------|-----|-----|-------------------------|----------|----------|-------------------|--|
| SPAN 121 A | ELEMENTARY SPANISH I | 4 | MF | 12:30PM - 2:20PM | E | 203 | 08/13/2018 - 12/14/2018 | \$424.00 | \$96.00 | Roehm-Scheffer, J | |
| | | | | 1:30PM - 2:20PM | E | 203 | 08/13/2018 - 12/14/2018 | \$424.00 | \$96.00 | Roehm-Scheffer, J | |
| SPAN 121 O | ELEMENTARY SPANISH I | 4 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$424.00 | \$121.00 | Roehm-Scheffer, J | |

THEATER

| | | | | | | | | | | | |
|-------------|----------------------------------|---|----|-------------------|-----|------|-------------------------|----------|---------|------------|---------------------------|
| THTR 121 8A | INTRODUCTION TO THEATER | 3 | MW | 11:30AM - 12:20PM | F | THTR | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Kimball, A | ONE HOUR ONLINE COMPONENT |
| | | | | | ONL | HYB | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Kimball, A | |
| THTR 121 O | INTRODUCTION TO THEATER | 3 | | | ONL | CRS | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Kimball, A | |
| THTR 123 A | STAGECRAFT AND TECHNICAL THEATER | 3 | TR | 11:30AM - 12:50PM | F | THTR | 08/13/2018 - 12/14/2018 | \$318.00 | \$92.00 | Kimball, A | |
| THTR 126 A | THEATER PRACTICUM | 1 | | | F | THTR | 08/13/2018 - 12/14/2018 | \$106.00 | \$24.00 | Kimball, A | CONSENT |
| THTR 127 A | TECHNICAL THEATRE DIRECTION | 3 | | | TBA | TBA | 08/13/2018 - 12/14/2018 | \$318.00 | \$72.00 | Kimball, A | |
| THTR 243 8A | INTRODUCTION TO DRAMA | 3 | MW | 10:30AM - 11:20AM | F | THTR | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Kimball, A | ENG 121 & 122 OR CONSENT |
| | | | | | ONL | HYB | 08/13/2018 - 12/14/2018 | \$318.00 | \$97.00 | Kimball, A | ONE HOUR ONLINE COMPONENT |
| THTR 280 A | SELECTED TOPICS IN THEATRE | 3 | | | F | THTR | 08/13/2018 - 12/14/2018 | \$318.00 | \$72.00 | Kimball, A | |

TRUCK DRIVING

| | | | | | | | | | | | |
|-------------|---------------|----|-------|-----------------|---|-----|-------------------------|------------|------------|-----------|--|
| TRUK 150 A1 | TRUCK DRIVING | 11 | MTWRF | 8:00AM - 4:30PM | G | 221 | 08/13/2018 - 10/09/2018 | \$1,166.00 | \$2,024.00 | Nalley, D | |
| TRUK 150 A2 | TRUCK DRIVING | 11 | MTWRF | 8:00AM - 4:30PM | G | 221 | 10/15/2018 - 12/14/2018 | \$1,166.00 | \$2,024.00 | Nalley, D | |

COMPLETE SCHEDULE OF CLASSES FOR FALL SEMESTER 2018

Classes Begin August 13, 2018

| Subject | Section | Title | Credits | Days | Times | Location | Start/End | Date | Tuition | Fees | Instructor | Pre-requisite/Special Information |
|------------------------------|---------|--------------------------------|---------|-------|-------------------|----------|-------------------------|------|----------|----------|------------|-----------------------------------|
| VETERINARY TECHNOLOGY | | | | | | | | | | | | |
| VET 114 X | | ANIMAL GROOMING | 3 | T | 4:00 PM– 8:00 pm | CI 108 | 08/13/2018-12/14/2018 | | \$318.00 | \$72.00 | Welborn, J | |
| WELDING | | | | | | | | | | | | |
| WELD 111 C | | BASIC WELDING | 3 | MTWRF | 8:00AM - 9:50AM | W 101 | 10/09/2018 - 12/14/2018 | | \$318.00 | \$142.00 | Thomas, M | |
| WELD 111 D | | BASIC WELDING | 3 | MTWRF | 10:00AM - 11:50AM | W 101 | 10/09/2018 - 12/14/2018 | | \$318.00 | \$142.00 | Thomas, M | |
| WELD 111 F | | BASIC WELDING | 3 | MTWRF | 1:00PM - 2:50PM | W 101 | 08/13/2018 - 10/05/2018 | | \$318.00 | \$142.00 | Thomas, M | |
| WELD 111 G | | BASIC WELDING | 3 | MTWRF | 1:00PM - 2:50PM | W 101 | 10/09/2018 - 12/14/2018 | | \$318.00 | \$142.00 | Thomas, M | |
| WELD 112 A | | METALLURGY/BLUEPRINT READING | 4 | MTWR | 8:00AM - 9:50AM | G 205 | 08/13/2018 - 10/05/2018 | | \$424.00 | \$96.00 | Thomas, M | |
| WELD 131 B | | ARC WELDING I | 3 | MTWRF | 10:00AM - 11:50AM | W 101 | 08/13/2018 - 10/05/2018 | | \$318.00 | \$142.00 | Thomas, M | |
| WELD 131 C | | ARC WELDING I | 3 | MTWRF | 8:00AM - 9:50AM | W 101 | 10/09/2018 - 12/14/2018 | | \$318.00 | \$142.00 | Thomas, M | |
| WELD 131 D | | ARC WELDING I | 3 | MTWRF | 10:00AM - 11:50AM | W 101 | 10/09/2018 - 12/14/2018 | | \$318.00 | \$142.00 | Thomas, M | |
| WELD 131 F | | ARC WELDING I | 3 | MTWRF | 1:00PM - 2:50PM | W 101 | 08/13/2018 - 10/05/2018 | | \$318.00 | \$142.00 | Thomas, M | |
| WELD 131 G | | ARC WELDING I | 3 | MTWRF | 1:00PM - 2:50PM | W 101 | 10/09/2018 - 12/14/2018 | | \$318.00 | \$142.00 | Thomas, M | |
| WELD 132 B | | GAS WELDING AND CUTTING | 3 | MTWRF | 10:00AM - 11:50AM | W 101 | 08/13/2018 - 10/05/2018 | | \$318.00 | \$142.00 | Thomas, M | |
| WELD 132 C | | GAS WELDING AND CUTTING | 3 | MTWRF | 8:00AM - 9:50AM | W 101 | 10/09/2018 - 12/14/2018 | | \$318.00 | \$142.00 | Thomas, M | |
| WELD 132 D | | GAS WELDING AND CUTTING | 3 | MTWRF | 10:00AM - 11:50AM | W 101 | 10/09/2018 - 12/14/2018 | | \$318.00 | \$142.00 | Thomas, M | |
| WELD 132 F | | GAS WELDING AND CUTTING | 3 | MTWRF | 1:00PM - 2:50PM | W 101 | 08/13/2018 - 10/05/2018 | | \$318.00 | \$142.00 | Thomas, M | |
| WELD 132 G | | GAS WELDING AND CUTTING | 3 | MTWRF | 1:00PM - 2:50PM | W 101 | 10/09/2018 - 12/14/2018 | | \$318.00 | \$142.00 | Thomas, M | |
| WELD 133 B | | LOW HYDROGEN I | 3 | MTWRF | 10:00AM - 11:50AM | W 101 | 08/13/2018 - 10/05/2018 | | \$318.00 | \$142.00 | Thomas, M | WELD 131/CONSENT |
| WELD 133 C | | LOW HYDROGEN I | 3 | MTWRF | 8:00AM - 9:50AM | W 101 | 10/09/2018 - 12/14/2018 | | \$318.00 | \$142.00 | Thomas, M | WELD 131/CONSENT |
| WELD 133 D | | LOW HYDROGEN I | 3 | MTWRF | 10:00AM - 11:50AM | W 101 | 10/09/2018 - 12/14/2018 | | \$318.00 | \$142.00 | Thomas, M | WELD 131/CONSENT |
| WELD 133 F | | LOW HYDROGEN I | 3 | MTWRF | 1:00PM - 2:50PM | W 101 | 08/13/2018 - 10/05/2018 | | \$318.00 | \$142.00 | Thomas, M | WELD 131/CONSENT |
| WELD 133 G | | LOW HYDROGEN I | 3 | MTWRF | 1:00PM - 2:50PM | W 101 | 10/09/2018 - 12/14/2018 | | \$318.00 | \$142.00 | Thomas, M | WELD 131/CONSENT |
| WELD 134 B | | LOW HYDROGEN II | 3 | MTWRF | 10:00AM - 11:50AM | W 101 | 08/13/2018 - 10/05/2018 | | \$318.00 | \$142.00 | Thomas, M | WELD 131 & 133/CONSENT |
| WELD 134 C | | LOW HYDROGEN II | 3 | MTWRF | 8:00AM - 9:50AM | W 101 | 10/09/2018 - 12/14/2018 | | \$318.00 | \$142.00 | Thomas, M | WELD 131 & 133/CONSENT |
| WELD 134 D | | LOW HYDROGEN II | 3 | MTWRF | 10:00AM - 11:50AM | W 101 | 10/09/2018 - 12/14/2018 | | \$318.00 | \$142.00 | Thomas, M | WELD 131 & 133/CONSENT |
| WELD 134 F | | LOW HYDROGEN II | 3 | MTWRF | 1:00PM - 2:50PM | W 101 | 08/13/2018 - 10/05/2018 | | \$318.00 | \$142.00 | Thomas, M | WELD 131 & 133/CONSENT |
| WELD 134 G | | LOW HYDROGEN II | 3 | MTWRF | 1:00PM - 2:50PM | W 101 | 10/09/2018 - 12/14/2018 | | \$318.00 | \$142.00 | Thomas, M | WELD 131 & 133/CONSENT |
| WELD 135 B | | ADVANCED GAS WELDING | 3 | MTWRF | 10:00AM - 11:50AM | W 101 | 08/13/2018 - 10/05/2018 | | \$318.00 | \$142.00 | Thomas, M | WELD 132/CONSENT |
| WELD 135 C | | ADVANCED GAS WELDING | 3 | MTWRF | 8:00AM - 9:50AM | W 101 | 10/09/2018 - 12/14/2018 | | \$318.00 | \$142.00 | Thomas, M | WELD 132/CONSENT |
| WELD 135 D | | ADVANCED GAS WELDING | 3 | MTWRF | 10:00AM - 11:50AM | W 101 | 10/09/2018 - 12/14/2018 | | \$318.00 | \$142.00 | Thomas, M | WELD 132/CONSENT |
| WELD 135 F | | ADVANCED GAS WELDING | 3 | MTWRF | 1:00PM - 2:50PM | W 101 | 08/13/2018 - 10/05/2018 | | \$318.00 | \$142.00 | Thomas, M | WELD 132/CONSENT |
| WELD 135 G | | ADVANCED GAS WELDING | 3 | MTWRF | 1:00PM - 2:50PM | W 101 | 10/09/2018 - 12/14/2018 | | \$318.00 | \$142.00 | Thomas, M | WELD 132/CONSENT |
| WELD 137 B | | PIPE WELDING | 3 | MTWRF | 10:00AM - 11:50AM | W 101 | 08/13/2018 - 10/05/2018 | | \$318.00 | \$142.00 | Thomas, M | WELD 131, 133, 139 & 151 |
| WELD 137 C | | PIPE WELDING | 3 | MTWRF | 8:00AM - 9:50AM | W 101 | 10/09/2018 - 12/14/2018 | | \$318.00 | \$142.00 | Thomas, M | WELD 131, 133, 139 & 151 |
| WELD 137 D | | PIPE WELDING | 3 | MTWRF | 10:00AM - 11:50AM | W 101 | 10/09/2018 - 12/14/2018 | | \$318.00 | \$142.00 | Thomas, M | WELD 131, 133, 139 & 151 |
| WELD 137 F | | PIPE WELDING | 3 | MTWRF | 1:00PM - 2:50PM | W 101 | 08/13/2018 - 10/05/2018 | | \$318.00 | \$142.00 | Thomas, M | WELD 131, 133, 139 & 151 |
| WELD 137 G | | PIPE WELDING | 3 | MTWRF | 1:00PM - 2:50PM | W 101 | 10/09/2018 - 12/14/2018 | | \$318.00 | \$142.00 | Thomas, M | WELD 131, 133, 139 & 151 |
| WELD 138 B | | INDUSTRIAL WELDING | 6 | MTWRF | 10:00AM - 11:50AM | W 101 | 08/13/2018 - 12/14/2018 | | \$636.00 | \$214.00 | Thomas, M | WELD 131, 132, 133, 134 |
| WELD 138 F | | INDUSTRIAL WELDING | 6 | MTWRF | 1:00PM - 2:50PM | W 101 | 08/13/2018 - 12/14/2018 | | \$636.00 | \$214.00 | Thomas, M | WELD 131, 132, 133, 134 |
| WELD 139 B | | TIG WELDING | 3 | MTWRF | 10:00AM - 11:50AM | W 101 | 08/13/2018 - 10/05/2018 | | \$318.00 | \$142.00 | Thomas, M | WELD 132/CONSENT |
| WELD 139 C | | TIG WELDING | 3 | MTWRF | 8:00AM - 9:50AM | W 101 | 10/09/2018 - 12/14/2018 | | \$318.00 | \$142.00 | Thomas, M | WELD 132/CONSENT |
| WELD 139 D | | TIG WELDING | 3 | MTWRF | 10:00AM - 11:50AM | W 101 | 10/09/2018 - 12/14/2018 | | \$318.00 | \$142.00 | Thomas, M | WELD 132/CONSENT |
| WELD 139 F | | TIG WELDING | 3 | MTWRF | 1:00PM - 2:50PM | W 101 | 08/13/2018 - 10/05/2018 | | \$318.00 | \$142.00 | Thomas, M | WELD 132/CONSENT |
| WELD 139 G | | TIG WELDING | 3 | MTWRF | 1:00PM - 2:50PM | W 101 | 10/09/2018 - 12/14/2018 | | \$318.00 | \$142.00 | Thomas, M | WELD 132/CONSENT |
| WELD 151 B | | MIG WELDING | 3 | MTWRF | 10:00AM - 11:50AM | W 101 | 08/13/2018 - 10/05/2018 | | \$318.00 | \$142.00 | Thomas, M | WELD 133/CONSENT |
| WELD 151 C | | MIG WELDING | 3 | MTWRF | 8:00AM - 9:50AM | W 101 | 10/09/2018 - 12/14/2018 | | \$318.00 | \$142.00 | Thomas, M | WELD 133/CONSENT |
| WELD 151 D | | MIG WELDING | 3 | MTWRF | 10:00AM - 11:50AM | W 101 | 10/09/2018 - 12/14/2018 | | \$318.00 | \$142.00 | Thomas, M | WELD 133/CONSENT |
| WELD 151 F | | MIG WELDING | 3 | MTWRF | 1:00PM - 2:50PM | W 101 | 08/13/2018 - 10/05/2018 | | \$318.00 | \$142.00 | Thomas, M | WELD 133/CONSENT |
| WELD 151 G | | MIG WELDING | 3 | MTWRF | 1:00PM - 2:50PM | W 101 | 10/09/2018 - 12/14/2018 | | \$318.00 | \$142.00 | Thomas, M | WELD 133/CONSENT |
| WELD 192 B | | EXTENDED WELDING CERTIFICATION | 3 | MTWRF | 10:00AM - 11:50AM | W 101 | 08/13/2018 - 10/05/2018 | | \$318.00 | \$182.00 | Thomas, M | INSTRUCTOR CONSENT |
| WELD 192 C | | EXTENDED WELDING CERTIFICATION | 3 | MTWRF | 8:00AM - 9:50AM | W 101 | 10/09/2018 - 12/14/2018 | | \$318.00 | \$182.00 | Thomas, M | INSTRUCTOR CONSENT |
| WELD 192 D | | EXTENDED WELDING CERTIFICATION | 3 | MTWRF | 10:00AM - 11:50AM | W 101 | 10/09/2018 - 12/14/2018 | | \$318.00 | \$182.00 | Thomas, M | INSTRUCTOR CONSENT |
| WELD 192 F | | EXTENDED WELDING CERTIFICATION | 3 | MTWRF | 1:00PM - 2:50PM | W 101 | 08/13/2018 - 10/05/2018 | | \$318.00 | \$182.00 | Thomas, M | INSTRUCTOR CONSENT |
| WELD 192 G | | EXTENDED WELDING CERTIFICATION | 3 | MTWRF | 1:00PM - 2:50PM | W 101 | 10/09/2018 - 12/14/2018 | | \$318.00 | \$182.00 | Thomas, M | INSTRUCTOR CONSENT |

COMPLETE SCHEDULE OF CLASSES FOR FALL SEMESTER 2018

Classes Begin August 13, 2018

| Subject | Section | Title | Credits | Days | Times | Location | Start/End Date | Tuition | Fees | Instructor | Pre-requisite/Special Information |
|---------------------|---------|---------------------------------|---------|------|------------------|----------|----------------|-------------------------|-------------------|---------------|-----------------------------------|
| WHITE COUNTY | | | | | | | | | | | |
| CNA 131 | X | CERTIFIED NURSE ASSISTING | 7 | M | 10:00AM - 2:00PM | CI | 124 | 08/13/2018 - 12/14/2018 | \$00.00 \$29.00 | Schreifels, A | MANDATORY ORIENTATION |
| CNA 131 | X | CERTIFIED NURSE ASSISTING | 7 | MW | 10:00AM - 2:00PM | CI | 124 | 08/13/2018 - 12/14/2018 | | Schreifels, A | |
| MT 110 | X | INTRODUCTION TO MASSAGE THERAPY | 3 | MW | 9:00AM - 12:00PM | CI | 123 | 08/13/2018 - 10/05/2018 | \$318.00 \$72.00 | Staff | |
| MT 111 | X | MASSAGE THERAPY ANATOMY | 3 | M | 9:00AM - 12:00PM | CI | 123 | 10/09/2018 - 12/14/2018 | \$318.00 \$101.00 | Staff | |
| | | | | W | 9:00AM - 1:00PM | CI | 103 | 10/09/2018 - 12/14/2018 | \$318.00 \$101.00 | Staff | LAB |
| PE 189 | X | FITNESS THROUGH WALKING II | 0.5 | MW | 5:00AM - 5:50AM | CIHS | CLS | 08/13/2018 - 12/14/2018 | \$53.00 \$12.00 | King, R | |
| PE 189 | X2 | FITNESS THROUGH WALKING II | 0.5 | MW | 6:00AM - 6:50AM | CIHS | CLS | 08/13/2018 - 12/14/2018 | \$53.00 \$12.00 | Gholson, T | |
| VET 114 | X | ANIMAL GROOMING | 3 | T | 4:00 PM- 8:00 pm | CI | 103 | 08/13/2018-12/14/2018 | \$318.00 \$72.00 | Welborn, J | |

LOCATION CODES FOR OFF-CAMPUS CLASSES

CI - Carmi-White County Center, 1700 College Ave., Carmi, Illinois

CIHS - Carmi White County High School, Carmi, Illinois

LEARNING CENTER (A) Lower Level

Melba Patton Library A112
Media Services A124
Testing Center A153
Dana Keating Student Success Center A145
Student Support Services A145
Faculty/Staff Copy Room A156
Environmental Services
Campus Security A152
Classrooms A110, A113, A114, A116, A117, A133, A135, A145D, A160

LEARNING CENTER (A) Upper Level

Classrooms A202, A204, A210, A211, A212, A213, A221, A222, A226, A229, A230, A231, Faculty Office
ABE/GED Office A207, A206

HARRY L. CRISP CONFERENCE CENTER (B) Lower Level

Academic Services B 108, B 110
B Building Conference Room (B114)
Bookstore
Mail Room
Student Center
Cafeteria
Private Dining Room
Classrooms B104, B105, B106,
Lecture Halls B126W, B126E
Cosmetology Lab
Nail Technology
Faculty Office

CONFERENCE CENTER (B) Upper Level

Classrooms B202, B203, B204, B223, B224, Faculty Office

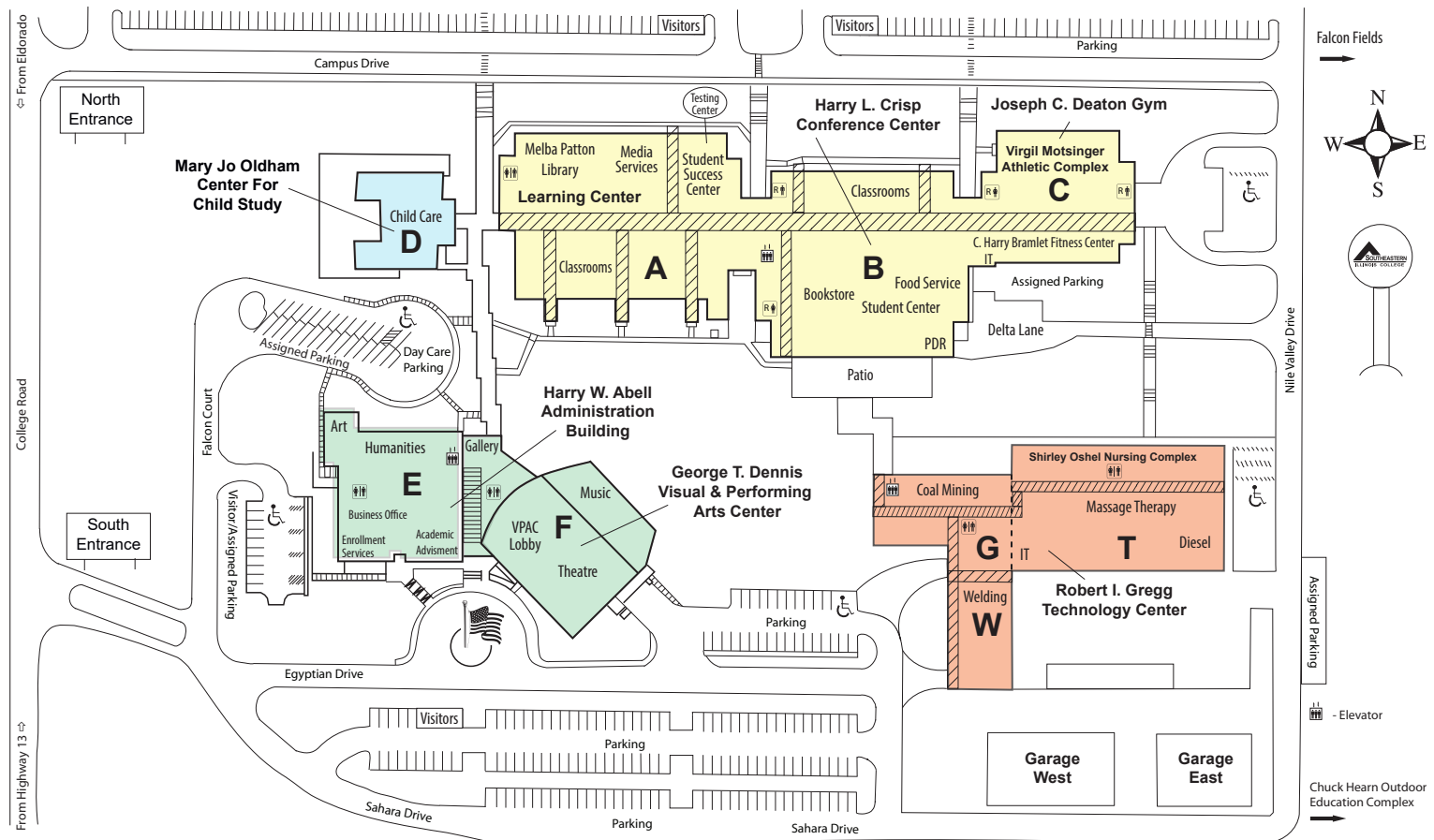
SPORTS COMPLEX (C) Upper Level

Academic Affairs
Information Technology Office
Athletic Office
Coaches Office
C. Harry Bramlet Fitness Center
C Building Conference Room

SPORTS COMPLEX (C) Lower Level

Men's Basketball Coach Office
Deaton Gymnasium
Athletic Hall of Fame

MARY JO OLDHAM CENTER FOR CHILD STUDY (D)



HARRY W. ABELL ADMINISTRATION BUILDING (E) Upper Level

Ben Cullers Presidential Suite
Business Office
Human Resources Office
Art Studio
Marketing/Public Info
Gary Allen Forensics Center
Classrooms E203 - E204
Foundation Office

HARRY ABELL ADMINISTRATION BUILDING (E) Lower Level

ADA Office Admissions/Records
Financial Aid Enrollment Services
Career Center Student Affairs Office
Academic Advisement

GEORGE T. DENNIS VISUAL & PERFORMING ARTS CENTER (F)

Box Office Theater
Music Classrooms Art Gallery

ROBERT I. GREGG TECHNOLOGY CENTER T Building

Allied Health Office Faculty Office
Nursing Massage Therapy
Diesel Technology Classrooms

G Building

Career & Technical Education Office
Faculty Office Fire Science
Information Technology Coal Mining
Truck Driving
Workforce & Community Education

W Building

Welding Technology

CHUCK HEARN OUTDOOR EDUCATION COMPLEX

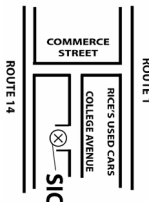
Archery Coal Mine Training
Fire Science Outdoor Classroom
Shooting Complex

CARMI/WHITE COUNTY CENTER DAVID L. STANLEY CENTER

1700 College Avenue, Carmi, IL 62821

SIC's extension center at Carmi offers baccalaureate, vocational, general studies, and community education classes. The Carmi campus phone number is 618-382-8869.

Workforce & Illinois Small Business Development Center (WISBDC) is located in G125 of the Robert I. Gregg Technology Center.



DEGREES OFFERED AT SOUTHEASTERN

A.A. Associate in Arts A.S. Associate in Science
A.E.S. Associate in Engineering Science
A.L.S. Associate in Liberal Studies
A.F.A. Associate in Fine Arts

COLLEGE TRANSFER PROGRAMS AT SOUTHEASTERN

Two years of general studies coursework (A.A. or A.S. degree at SIC) to transfer to a four-year college or university for a Bachelor's Degree.

Accounting
Agriculture
Agriculture Business
Agriculture Education
Animal Science (1 Year)
Architecture (1 Year)
Art
Athletic Training
Biology
Biotechnology
Business Administration
Chemistry
Clinical Laboratory Science
Communication Disorders & Sciences
Communication/Speech
Computer Science
Criminology & Criminal Justice
Dental Hygiene
Dietetics, Food & Nutrition
Early Childhood Education
Economics
Elementary Education
Engineering Technology
English
Fashion Design & Merchandising
Finance
Forestry
Health Care Management
History
Hotel, Restaurant & Travel Management
Interior Design (1 Year)
Management
Marketing
Mathematics
Mortuary Science & Funeral Service
Multimedia
Music
Paralegal Assistant
Physical Education
Physical Therapist Assistant
Physician Assistant
Physics
Political Science
Pre-Bachelor of Science Nursing
Pre-Chiropractic
Pre-Dental
Pre-Engineering
Pre-Law
Pre-Medicine
Pre-Occupational Therapy
Pre-Optometry
Pre-Pharmacy
Pre-Physical Therapy
Pre-Veterinary Science
Psychology
Radiological Sciences
Religious Studies
Respiratory Therapy
Secondary Education
Social Work
Sociology
Special Education
Sports and Fitness
Theater Arts
Workforce Education & Development

Career & Technical Education Programs and Courses

BUSINESS

Accounting Certificate (1 year)
Administrative Assistant (AAS)
Business Management Certificate (1 year)
Business Management (AAS)
Word Processing (1 year)

CAREER & TECHNICAL EDUCATION

Agriculture Maintenance (1 semester)
Basic Operations Firefighter (3 courses)
Basic Vehicle Repair Technician Certificate
Diesel Technology Medium/Heavy Duty Truck Certificate (3 semesters)
Diesel Technology/Medium/Heavy Duty Truck (AAS)
Diesel Technology/Heavy Equip. (AAS)
Facilities Maintenance Certificate (1 year)
Outdoor Recreation Management (AAS)
Outdoor Recreation Certificate (1 year)
Personal Trainer/Fitness Instructor (1 year)
Personal Trainer (1 course)
Powerports Technology (1 year)
Public Safety Management (AAS)
Taxidermy (1 semester)
Truck Driving (8 weeks)
Truck/Heavy Equipment Driver (1 semester)
Welding Technology Certificate (1 year)
Welding Technology (AAS)
Welding Technology Level II Certificate (1 year)

BUSINESS

Early Childhood Education (AAS)
Early Childhood Education Level 2 Certificate
Early Childhood Education Level 3 Certificate
Infant Toddler Level 2 Certificate
Infant Toddler Level 3 Certificate
Illinois Day Care Director Credential

NURSING/ALLIED HEALTH

Associate Degree Nursing** RN
Certified Nursing Assisting/CNA
Healthcare Specialist (1 semester)
Massage Therapy (1 year)
Practical Nursing** PN (1 year)
Practical Nursing Part Time**
Pharmacy Technician (1 semester)
Phlebotomy (1 semester)
Veterinary Assistant (1 semester)

SPECIALIZED PROGRAMS

Biofuels and Biodiesel Production - Online (1 and two year programs)
Biofuels Production & Sustainability (AAS)
CPR and First Aid
Fire and Mine Rescue Safety
Food Service and Sanitation

COOPERATIVE PROGRAMS

Coal Mine Technology Certificate
Coal Mining Technology (AAS)

TECHNICAL RESOURCE MANAGEMENT

With credit for appropriate work experience

*Pending ICCB Approval

**These programs require a specific admission and application process. The application/testing deadline is March 29.

AAS = Associate in Applied Science Degree that is generally two years in length.

CRIMINAL JUSTICE

Cosmetology Teacher (2 courses)
Cosmetology (1 Year)
Criminal Justice (AAS)
Corrections Certificate (1 year)
Nail Technology Certificate (1 semester)

COSMETOLOGY

Computer Aided Design & Drafting (4 courses)
Information Technology Certificate (1 year)
Information Technology (AAS)
Information Technology-Programming (AAS)
Information Technology-Security (AAS)

COMPUTER



3575 College Road • Harrisburg, Illinois 62946

Telephone: 618-252-5400

**Southeastern Illinois College
2018-2019 Accreditation Review Evidence Document**

Document Title: Mini Semester Courses Flyer

Office of Origin: Academic Affairs

Document Summary: A copy of the mini semester course flyer for fall 2018

SIC's Fall 2018 Mini Semester Schedule



All Classes are Online!

Beginning September 10

GOVT 121 American Government

SOC 121 Introductory Sociology

Beginning October 9

BUS 115 Keyboarding

COM 121 Principles of Speaking

EMP 111 Job Skills Development

ENG 121 Rhetoric & Composition I

MUS 222 Fundamentals of Music

Illinois Concealed Carry & CPR courses

are offered during the semester.

Call 252-5400, ext. 2301.

Second 8-week Welding classes

begin October 9, 2018.

Call 252-5400, ext. 2301.

www.sic.edu/minisemester

***It's not
too Late!***

**Classes start
September 10**

Sign Up Today!

**For Info:
Call 252-5400
ext. 2443**





3575 College Road • Harrisburg, Illinois 62946

Telephone: 618-252-5400

**Southeastern Illinois College
2018-2019 Accreditation Review Evidence Document**

Document Title: SIC schedule for Spring 2019

Office of Origin: Office of Academic Affairs

Document Summary: A copy of the course schedule for spring 2019 semester

CLASS SCHEDULE SPRING 2019

SOUTHEASTERN ILLINOIS COLLEGE 618-252-5400



www.sic.edu



CONTENTS

| | |
|---|------------------|
| Academic Advisement Center..... | 6 |
| Bookstore | 6 |
| Campus Map | Inside Back Page |
| Degrees & Certificate | Back Cover |
| Dropping Classes | 5 |
| Financial Aid..... | 4 |
| How to Enroll in Classes..... | 3 |
| How to Read the Schedule..... | 5 |
| Library..... | 6 |
| Off-campus Location Codes | 5 |
| Services for Students with Disabilities | 6 |
| SPRING CLASSES..... | 7 |
| Off-campus Spring Classes..... | 18 |
| Student Success Center | 6 |

All College activities may be recorded and video recorded for College purposes. Entry into campus grounds and buildings constitutes consent to be photographed or videotaped for College purposes.

Southeastern Illinois College is accredited by the Higher Learning Commission located at 230 South LaSalle Street, Suite 7-500 Chicago, IL 60604-1413 (800-621-7440). Southeastern Illinois College does not discriminate on the basis of race, color, religion, national origin, gender, disability, or age in the recruitment and admission of students and adheres to a policy of equal opportunity/affirmative action in employment, educational programs, and activities. The College adheres to federal regulations such as the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. All College facilities are accessible to persons with disabilities.

CALENDAR

PAGE

Spring Semester 2019

| | |
|-------------------|---|
| January 2..... | Offices open at 8 a.m |
| January 4..... | Faculty/Staff Workshop |
| January 7..... | Spring Semester Begins |
| January 18..... | Last day to withdraw with a refund |
| January 21..... | Martin Luther King's Birthday - College Closed |
| February 18..... | Presidents' Day - College Closed |
| February 27 | Scholarship Applications Due |
| March 4..... | Mid-Term |
| March 11-15..... | Spring Break - College Closed |
| March 26 | Summer and Fall Registration Begins |
| April 19 | College Holiday - College Closed |
| April 22 | Last day to withdraw from classes |
| May 7-9..... | Final Exams |
| May 10..... | Commencement – 7 p.m., Deaton Gym |
| May 13..... | Summer Office Hours begin MTWR 8:00 a.m. - 4:30 p.m |
| May 27..... | Memorial Day - College Closed |



Go to **www.sic.edu** for up-to-date calendar events.
SOUTHEASTERN ILLINOIS COLLEGE 3575 COLLEGE ROAD
HARRISBURG, ILLINOIS 62946 Telephone: 618-252-5400
Toll-free: 866-338-2742 www.sic.edu

DIRECTORY

General Information..... 618-252-5400
Toll Free 866-338-2742
White County Center..... 618-382-8869

For direct access dial 252-5400 plus extension listed below:

We welcome and encourage students to meet and talk with our staff personally.

Regular office hours a e Monday-Friday, 8 a.m. to 4:30 p.m.

Summer office hours a e Monday-Thursday, 8:00 a.m. to 4:30 p.m.

Local: 618-252-5400

Toll-free: 866-338-2742

Fax: 618-252-3062

| | | |
|---|------------------------|------------------------|
| Administrative Office | Extension | Extension |
| Academic Affairs –Vice President's Office | 2201 | |
| Academic Services – Executive Dean's Office | 2251 | |
| Business Affairs – Executive Dean's Office | 2510 | |
| President's Office | 2101 | |
| Student Services – Executive Dean's Office | 2401 | |

| Department..... | Extension | Email |
|---|------------------------|------------------------------|
| Academic Advisement | 4130 | advising@sic.edu |
| Admissions..... | 4120 | admissions@sic.edu |
| Adult Education/High School Equivalency | 2242 | ged@sic.edu |
| Athletics | 2424 | athletics@sic.edu |
| Billing/Payment Assistance | 2501 | payment@sic.edu |
| Bookstore | 2530 | bookstore@sic.edu |
| Box Office (Theatre | 2486, 2487 | boxoffice@sic.edu |
| Cafeteria – Falcon Point Bistro..... | 2540 | catering@sic.edu |
| Child Study Center (Mary Jo Oldham Center) | 3410 | childcare@sic.edu |
| Coal Mining Technology Office | 2360 | coalmining@sic.edu |
| Community Education | 2300 | community.ed@sic.edu |
| Cosmetology Clinic | 2213 | cosmetology@sic.edu |
| Disability Support Services (ADA Coordinator) | 2430 | ada@sic.edu |
| Distance Learning Office/Assistance | 2265 | online@sic.edu |
| Early College / Dual Credit | 2245 | dualcredit@sic.edu |
| Enrollment Services Fax #..... | 618-252-3062 | |
| Facilities..... | 2572 | facilities@sic.edu |
| Financial Aid/Scholarships | 4110 | fao@sic.edu |
| Fitness Center..... | 3205 | fitness@sic.edu |
| Foundation/ Scholarship Office | 2482 | scholarships@sic.edu |
| GED Testing..... | 2383 | ged@sic.edu |
| Graduation Information | 2453 | graduate@sic.edu |
| Help Desk for Students | 151 | http://sic.edu/support |
| High School Equivalency Test Prep Classes..... | 2242 | ged@sic.edu |
| Human Resources | 2102 | humanresources@sic.edu |
| Illinois WorkNet Center..... | 618-252-6020 | |
| Job Placement Assistance | 2300 | jobplacement@sic.edu |
| Library..... | 2261 | library@sic.edu |
| Marketing Office | 2130 | marketing@sic.edu |
| Media Services | 3506, 2265 | online@sic.edu |
| Nursing and Allied Health Programs Office | 2331 | nursing@sic.edu |
| Nursing & Allied Health Programs Admission Testing | 2283 | testing@sic.edu |
| Online Course Technical Support | 2265, 2124 | online@sic.edu |
| Recruitment | 2245 | recruiters@sic.edu |
| Registration | 4120 | admissions@sic.edu |
| Room Reservations | 2486 | reservations@sic.edu |
| Security | 2911 | security@sic.edu |
| Student Activities | 2486 | studentactivities@sic.edu |
| Student Success Center..... | 2383 | studentsuccesscenter@sic.edu |
| Student Worker Positions | 2452 | studentwork@sic.edu |
| Testing..... | 2383 | testing@sic.edu |
| Theatre (George T. Dennis Visual & Performing Arts Center)..... | 2486 | theatre@sic.edu |
| Transcripts..... | 2453 | transcripts@sic.edu |
| Tutoring..... | 2383 | tutor@sic.edu |
| TRIO/Student Support Services Program | 2435 | trio@sic.edu |
| Tuition Payment | 2501 | payment@sic.edu |
| Veterans' Benefit | 2440 | veterans@sic.edu |
| White County Center, Carmi (David L. Stanley Center) | 618-382-8869 | carmi@sic.edu |
| Workforce Investment Act (WIA)..... | 2431 | wia@sic.edu |
| Workforce & IL Small Business Dev. Center | 2301 | wsbdc@sic.edu |

For full personnel directory, visit www.sic.edu/directory

The printed schedule is current as of October 4, 2018. For an up-to-date schedule go to www.sic.edu/course-schedule.

HOW TO ENROLL IN CLASSES AT SOUTHEASTERN

Follow these easy directions to enroll in credit classes at Southeastern Illinois College

APPLY FOR ADMISSION ☒

If you are a **New or Re-Entering Student** (not enrolled for a year), call 252-5400 ext. 4120 to request an admission packet. You may also apply for admission online at www.sic.edu/apply.

If you are a **Continuing Student**, skip to “Register For Classes.”

PROVIDE PROOF OF RESIDENCY ☒

Provide a copy of your driver’s license, voter registration, proof of occupancy, etc. to Admissions to verify in-district residency.

REQUEST TRANSCRIPTS/ GED ☒ SCORE SHEET

Send an official copy of your high school transcript or GED scores and official college transcripts to the Admissions Office, 3575 College Road, Harrisbu g, IL 62946.

COMPLETE PLACEMENT TESTING ☒

A placement test is required of all new degree-seeking students and must be taken prior to registering for classes. All students must test prior to enrolling in English or math. Make an appointment to take the test by calling 252-5400 ext. 2442. There is no charge for the test. You are exempt if you have an ACT composite score of 20 or above, SAT composit score of 1020 or above, have previous college credit in English and math with a C or above, or have a degree from a college or university.

REGISTER FOR CLASSES ☒

If you are a **Continuing Student**, you may register for spring classes beginning October 22, 2018. If you are a **New Student**, when you have completed steps 1, 2, and 4, you may see an academic advisor for registration beginning October 22, 2018. Appointments are suggested. Walk-ins are welcome.

Spring Registration Dates & Times

Online Registration Through mySIC:
October 22 - December 4, 2018

Regular Registration

October 22, 2018 - January 5, 2019
Monday - Friday, 8:00 a.m. - 4:30 p.m.

AFTER YOU REGISTER

APPLY FOR FINANCIAL AID ☒

Financial aid comes in many forms of grants, scholarships, and veterans’ benefits. Apply online at www.fafsa.ed.gov. For assistance contact or visit the Financial Aid Office located on the lower level of building E or call 252-5400 ext. 4110.

PAY YOUR TUITION & FEES ☒

You may pay in person or by mail. Visa, Mastercard, and Discover are accepted and may be used in person or over the phone. Pay online through my.sic.edu. You may choose the full payment or monthly payment options. Call 252-5400 ext. 2501 to make a payment or for more information.

BUY BOOKS & SUPPLIES ☒

The SIC Bookstore accepts Mastercard, Visa, and Discover. New and used textbooks are for sale or rent, school supplies, software, art supplies, SIC clothing, backpacks, and gift items are available. Meal cards for Falcon Pointe Bistro and RIDES bus passes can be purchased at the beginning of each semester with Pell Grants. Books can also be purchased over the phone or online with a credit card and shipped UPS for a small fee or picked up in the store.

Phone: 252-5400 ext. 2530.
Please visit www.sicbookstore.com.

OBTAIN YOUR STUDENT ID CARD ☒

Your student ID Card is required for identification on campus. Please visit the Library to obtain an ID Card.

SETUP YOUR ACCOUNTS ☒

One business day after initial registration, setup your student email, access to online student services (grades, registration, payment, etc.), online classes, and text notifications (optional). Please visit <http://www.sic.edu/setup> to set up your account.

GET YOUR PARKING PERMIT ☒

All students are required to have a valid student parking permit. Please visit the SIC Bookstore or Business Office to purchase your permit. Accessible parking is available per state regulations. Contact security for assistance.

Registration Options

ONLINE

Continuing students may register online for spring semester through MySIC at www.sic.edu beginning October 22, 2018.

IN PERSON

Registration will be held in the Academic Advisement Center and Enrollment Services area in lower level E Building.

You may also register at the SIC White County Center in Carmi during regular operating hours.

Registration will be accepted until the class fills or until instruction begins.
Questions about Registration or Enrollment?
Call 618-252-5400 ext. 4120 or Toll Free
from outside of Saline County 866-338-2742 ₃

TUITION & FEES

Tuition & Fees are subject to change.

\$106 SIC District Residents

Southeastern Illinois College District #533 includes Gallatin, Hardin, Pope, and Saline Counties with portions of Hamilton, Johnson, Williamson, and White Counties.

FREE tuition for SIC district residents 62 and older. Fees still apply.

\$172 Out-of-District Illinois (except distance learning)

\$180 Out-of-State

\$188 International

\$106 Distance Learning Courses

(Online and Interactive Video)
Regardless of residency all distance learning courses are charged the in-district tuition rate.
In-District Fee - \$25
Out-of-District Fee - \$45

Students from Henderson, Union, Webster, Crittenden and Livingston Counties in Kentucky, and Posey and Vanderburgh Counties in Indiana, will receive a tuition discount from the out-of-state-rate. They will pay \$106 per credit hour tuition for classes taken at the main campus or the Carmi campus.

There is a \$2.00 student activity fee, a \$10.00 technology fee, and a \$12.00 facility fee added for each credit hour.

TUITION DUE DATES

Spring 2019 Tuition Payment

If you register for Spring classes you must do ONE of the following by **DECEMBER 3**:

- Pay in full by cash, check, or credit card (Visa, Mastercard, Discover).
- Have financial aid/scholarship for full tuition/fee payment confirmed (not just applied for).
- Enroll in **ECashier** Monthly Payment Plan.

If you register for Spring classes on or after **DECEMBER 4** you must do ONE of the following at the time of registration:

- Pay in full.
- Have financial aid/ scholarship for full tuition/fee payment confirmed (not just applied for).
- Enroll in **ECashier** Monthly Payment Plan.

Students who do not meet payment requirements may be dropped from classes.

Tuition Payment Plan

FOLLOW THESE SIMPLE STEPS TO ENROLL IN THE PAYMENT PLAN:

1. Enroll in classes at SIC.
2. Go to my.sic.edu on the internet.
3. Click on Current Students.
4. Click on Bill and Payment.
5. Click on Student Payments - Setup Automatic Payment Plan.
6. Click on e-Cashier & follow instructions.

ECashier Enrollment Deadlines for Spring Semester 2019

| Enroll before: | Required Down Payment | Number of Payments | Months of Payments |
|----------------|-----------------------|--------------------|--------------------|
| Nov 26 | none | 5 | Dec - Apr |
| Dec 19 | 10% | 4 | Jan - Apr |
| Jan 21 | 20% | 3 | Feb - Apr |
| Jan 21 | 30% | 2 | Mar - Apr |

FINANCIAL ASSISTANCE

The Financial Aid Office at Southeastern strives to provide the financial assistance students and their families need to achieve their educational goals. Financial aid is available in the form of grants, scholarships, loans, student employment, and veterans' educational benefits. Grants are need-based and generally do not have to be repaid. It is important to apply early and every year. Southeastern also offers over 150 academic, talent, and athletic scholarships.

TO APPLY FOR FINANCIAL ASSISTANCE:

1. Create an FSA ID username and password at fsaid.ed.gov. If you are a dependent student, your parent will also need to create an FSA ID username and password.
2. Gather your income and tax information (if applicable). For Spring semester 2019, you will need your 2017 income information to apply.
3. Complete the 2018-2019 Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. Add Southeastern as a school of choice by using our school code, 001757.

*Applicants must complete the Admission Data Form and submit their high school transcript or GED scores to the Admissions Office to be considered for financial assistance

The Financial Aid Office is located in Room E 103 W
Phone: 618-252-5400 ext. 4110 Toll Free: 866-338-2742

HOW TO READ SOUTHEASTERN'S SCHEDULE OF COURSE OFFERINGS

| ENGLISH | | | | | | | | | | |
|---------------|--------------------------|--|--|------------------------|-----------------------------------|-----------------------------------|--------------------------|---|------------|--|
| ENG 105 8A | INTRO TO COLLEGE WRITING | 3.00 | MW | 11:30AM - 12:20PM | B 104 | 01/07/2019 - 05/9/2018 | \$318.00 | \$60.00 | PARISH, R | PLACEMENT TEST |
| Course prefix | Section | Credit hours earned upon successful completion | Days when class meets: M = Monday, T = Tuesday, W = Wednesday, R = Thursday, F = Friday, S = Saturday, U = Sunday, | Times when class meets | Location and room number of class | Beginning & ending dates of class | In-district tuition cost | Student activity fee, technology fee, facility fee and course fee | Instructor | Prerequisites and other information pertinent to class |

WITHDRAWALS & TUITION REFUNDS FOR CREDIT CLASSES

It is often necessary for students to drop/withdraw from a class. How a drop affects your academic transcript or student account depends upon the official date of withdrawal and the length of the class. Official withdrawals may be made by:

1. Logging into your MySIC and dropping online;
2. Completing a drop form in-person with the Enrollment Services Office;
3. Completing a drop form in-person or over the phone at the White County Center (382-8869);
4. Phoning 252-5400 ext. 2441, 2443, or 2453 (866-338-2742 toll free);
5. Faxing 252-3062, listing the class(es) to be dropped;
6. Mailing, listing the class(es) to be dropped; or
7. Email at registrar@sic.edu.

NOTE: Any other attempts to withdraw are not considered official and will not be honored. Refund requests based on non-attendance or lack of awareness of refund procedures are not considered justifiable. Full refund of tuition and fees is granted if the college cancels a class.

Any active student who is required to withdraw from a class because of an active military obligation will be entitled to a full refund of tuition (unless paid by a state/federal agency) upon proper evidence and notification to the college within the semester of withdrawal.

Late refund requests will be considered only when justified by circumstances such as illness, job change, accident, death or illness in the immediate family. Supporting documentation must be submitted.

| Class Length | 100% Refund | No Refund | Last Day to Drop Without Penalty (W Grade)** |
|----------------------------------|-----------------------------------|----------------------------------|--|
| 13 - 16 weeks (regular semester) | Through first 2 weeks of class | After the first 2 weeks of class | 2 weeks prior to finals |
| 8 - 12 weeks | Through the first week of class | After the first week of class | One week prior to finals |
| 3 to 7 weeks | Through the first 2 days of class | After the second day of class | 2 days prior to end of class |
| Less than 3 weeks | Before the first day of class | After class begins | Depends on class, call for information |

* The refund period on a class is set according to the official begin date and not the first day that you actually attend the class. To find the official begin and end dates of your classes, see the printed schedule or go to www.sic.edu. Classes dropped during the 100% refund period are not listed on your transcript.

** Classes dropped after the 100% refund period but before the grade penalty date receive a "W" grade (a non-punitive grade) on the transcript. No refunds are issued during this period. Financial Aid status may be affected by drops during this period. Classes cannot be dropped after this period except under extenuating circumstances.

CAMPUS & OFF CAMPUS LOCATION CODES

A..... A Building, Main Campus
 ARCH..... Archery Building
 B..... B Building, Main Campus
 C..... C Building, Main Campus
 C GYM..... Deaton Gym, Main Campus

CI Carmi Campus
 CI HS..... Carmi White Co. High School
 CLN Clinical
 E..... E Building, Main Campus
 G G Building, Tech Building, Main Campus

OJT..... On the Job Training
 T Tech Building, Main Campus
 THTR Theatre, VPAC
 VHB..... Villas of Hollybrook
 VPAC George T. Dennis Visual & Performing Arts Center
 W..... Welding Building, Main Campus

INFORMATION TO HELP YOU SUCCEED AT SOUTHEASTERN ILLINOIS COLLEGE

ACADEMIC ADVISEMENT CENTER

The Academic Advisement Center is located on the lower level of the Abell Administration Building (E-Building). By appointment or walk-in.

Phone: 252-5400 plus extension:

- 2425 Jeremy Irlbeck - Academic Advisor/
NJCAA Specialist
- 2431 Maggie Calcaterra - Academic Advisor/
Transition and Transfer/WIOA Liaison
- 2433 Angie Dunk - TRiO/SSS Counselor
- 2430 Tyler Billman - Veterans, International
Student Academic Advisor, and ADA
Coordinator

ADMISSIONS & RECORDS

The Admissions and Records Office is located in E Building on the lower level. SPRING HOURS: Monday - Friday 8:00 a.m.-4:30 p.m.

BOOKSTORE

The SIC Bookstore carries new and used textbooks for purchase or rental, school and art supplies, software, backpacks, and gift items. Books can be purchased over the phone or online at sic-bookstore.com with a credit card and shipped UPS for a small fee. Falcon Pointe Bistro meal cards and RIDES bus passes are available at the beginning of each semester.

SPRING HOURS: Monday-Friday 8:00 a.m.-4:00 p.m.

www.sicbookstore.com

CAMPUS SECURITY

The Campus Security office is located in Room A152 in A Building or call: 252-5400 ext 2911.

Day cell phone: 926-4986

Evening cell phone: 926-5403

CAREER & TECHNICAL EDUCATION SERVICES

Perkins Grant provides assistance to CTE program students who are economically disadvantaged, have a disability, are non-traditional students, or have limited English proficiency by supplying supplementary assistance. For information, come to Room G125 or call 252-5400 ext. 2300.

CLASS CANCELLATIONS

In the event that an ongoing class must be cancelled: (1) Dial 252-5400. (2) Choose Cancellation option (2). Listen to the announcement. Instructors may also send class cancellations via student email. Students who have signed up for the txtSIC service will receive a message on their cell phone for cancellations. Class cancellations will also be listed on the College home page under class notices

FALCON POINTE BISTRO

The Falcon Pointe Bistro located in the Harry L. Crisp Conference Center is open spring semester Monday - Friday 7:30 am until 2:00 p.m. Breakfast, hot meal specials, salad bar, pizza, deli sandwiches, snacks, beverages, etc. are served.

THE FITNESS CENTER

The C. Harry Bramlet Fitness Center is located on the mezzanine in Deaton Gymnasium.

SPRING HOURS:

Monday - Friday 7:00 a.m. - 6:00 p.m.

GED PREP SESSIONS

Phone: 252-5400 ext. 2300.

ILLINOIS WORKNET CENTER

The Illinois Worknet Center, an American Job Center, is located at the David L. Stanley White County Center in Carmi. The Center provides services for displaced workers, long-term unemployed and youth by partnering with local and state agencies, such as IDES, DHS, WADI, SDC, and community colleges. For more information, call (618) 252-6020. Hours of operation are Monday through Thursday, 8:30 a.m. - 4:30 p.m. Walk-ins accepted; appointments preferred.

JOB PLACEMENT

Southeastern Illinois College works with area employers to identify part-time and full-time job openings for Career and Technical Education (CTE) students. Employment opportunities are posted on SIC's website at www.sic.edu/employment. In addition, bulletin boards with job postings are located in Technology Center (G Building), Student Center (B Building), and Student Affairs (E Building). For more information and/or to obtain resources and assistance, contact the CTE Office at 618-252-5400, ext. 2300.

LIBRARY

The Melba Patton Library is located in Room A112.

SPRING HOURS:

Monday - Thursday 8:00 a.m. - 6:00 p.m.,

Friday 8:00 am - 4:30 p.m., closed Saturday & Sunday.

MARY JO OLDHAM CENTER FOR CHILD STUDY

The MJOCCS provides all-day and part-time childcare for children 15 months through 6 years of age, ISBE Pre-Kindergarten Program,

HOURS:

Monday - Friday 6:30 am - 6:00 p.m.,

Phone: 252-5400 ext. 3410.

ONLINE COURSES

Students enrolled in online courses at Southeastern will learn through a combination of computer e-mail, online class discussion, website exploration, and traditional textbook assignments. Once enrolled, for login instructions and online orientation, visit Southeastern Online at www.sic.edu/online.

SCHOLARSHIP OPPORTUNITIES

SIC awards over 300 scholarships totaling over \$600,000 annually. To apply for SIC division, talent, and foundation scholarships, students must complete one application due February 28 every year. For more information call the Financial Aid Office at 252-5400 ext 4110 or the Foundation Office at ext. 2482 or check the website at www.sic.edu/scholarships.

SERVICES FOR STUDENTS WITH DISABILITIES

Students who need accommodations for disabilities should call 252-5400 ext. 2430.

STUDENT ONLINE ACCOUNTS

Students should set up a Falcon Mail account, a MySIC account, and, optionally, sign up for txtSIC one business day after registering for classes.

These accounts are very important for college communication with students, and for accessing student information, such as grades, bills, registration, schedules and unofficial transcripts. Go to www.sic.edu/setup for instructions on setting up these accounts. If assistance is needed, submit an online support request at www.sic.edu/support or by voice at 618-252-5400 x151.

STUDENT SUCCESS CENTER

The Dana Keating Student Success Center (Room A145) provides a variety of services, including alternative and make-up testing, placement testing, Adult Education/GED Testing, retention services, peer tutoring, and numerous instructional materials (i.e. biology slides and anatomy and physiology models). Spring Hours: Monday - Friday 8:00 a.m. - 4:30 p.m. Phone 252-5400, ext. 2383 or 2442.

TRiO STUDENT SUPPORT SERVICES

The SIC TRiO Student Support Services program is designed to assist qualified students by offering counseling, academic support, supplemental financial assistance and other educational support services. For information call: 252-5400 ext. 2435.

TRAFFIC AND PARKING

All students are required to display an SIC parking permit. Parking permits can be obtained in the Bookstore for \$5. Disability parking is located at the east end of C Building, west entrance of E-Building, and east side of T-Building. Vehicles parked in disability spaces must display the Secretary of State issued Disability License Plate or Disability Placard. See Security for SIC disabled permit.

VETERANS' BENEFITS

There are a variety of benefits available to veterans, active-duty servicemen and women, dependents of veterans, and military spouses and families. For more information go to www.sic.edu/veterans or contact the Veterans Coordinator at 618-252-5400 ext. 2440. Hours: Mon - Fri 8:00 a.m. - 4:30 p.m.

WEATHER CANCELLATIONS

Information regarding weather cancellations can be found in the following ways:

- Visit www.sic.edu
- Text messages will be sent to cell phones.
(Sign up at www.sic.edu/txtsic)
- Facebook (www.facebook.com/southeastern.illinois.college)
- Twitter (www.twitter.com/SIC_EDU)
- Instagram (www.instagram.com/SoutheasternIllinoisCollege)
- Call 618-252-5400

WHITE COUNTY CENTER

The David L. Stanley Center is located at 1700 College Avenue in Carmi, Illinois.

HOURS:

Monday - Thursday, 9:00 a.m. - 4:00 p.m.

Phone: (618) 382-8869

WIRELESS ACCESS

The SICopen wireless network is for students, faculty, and staff on their personal devices.

COMPLETE SCHEDULE OF CLASSES FOR SPRING SEMESTER 2019

Classes Begin January 7, 2019

| Subject | Section | Title | Credits | Days | Times | Location | Start/End Date | Tuition | Fees | Instructor | Pre-requisite/Special Information |
|------------|---------|----------------------------|---------|------|-------------------|----------|-------------------------|----------|---------|--------------|-----------------------------------|
| ART | | | | | | | | | | | |
| ART 121 | 8A | ART APPRECIATION | 3 | MW | 10:30AM - 11:20AM | E 203 | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | DeNeal, S | ONE HOUR ONLINE COMPONENT |
| | | | | | | ONL HYB | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | DeNeal, S | |
| ART 121 | O | ART APPRECIATION | 3 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | DeNeal, S | |
| ART 143 | A | PAINTING | 3 | TR | 1:30PM - 4:20PM | E 201 | 01/07/2019 - 05/10/2019 | \$318.00 | \$92.00 | DeNeal, S | |
| ART 181 | A | BASIC PHOTOGRAPHY | 3 | MW | 1:30PM - 4:20PM | E 203 | 01/07/2019 - 05/10/2019 | \$318.00 | \$92.00 | DeNeal, S | |
| ART 221 | A | BEGINNING CERAMICS/POTTERY | 3 | TR | 8:30AM - 11:20AM | E 201 | 01/07/2019 - 05/10/2019 | \$318.00 | \$92.00 | DeNeal, S | |
| ART 243 | A | ADVANCED PAINTING | 3 | TR | 1:30PM - 4:20PM | E 201 | 01/07/2019 - 05/10/2019 | \$318.00 | \$92.00 | DeNeal, S | ART 143 |
| ART 260 | A | ART PORTFOLIO | 1 | | | E 201 | 01/07/2019 - 05/10/2019 | \$106.00 | \$44.00 | DeNeal, S | DEPT PERMISSION |
| ART 280 | S | SPECIAL TOPICS IN ART | 1.5 | W | 8:30AM - 12:10PM | VHB ROOM | 01/16/2019 - 05/08/2019 | \$159.00 | \$36.00 | Morecraft, E | |
| ART 281 | S | SPECIAL TOPICS IN ART II | 1.5 | W | 8:30AM - 12:10PM | VHB ROOM | 01/16/2019 - 05/08/2019 | \$159.00 | \$36.00 | Morecraft, E | |

BIOLOGY

| | | | | | | | | | | | |
|----------|-----|---------------------------------|---|-----|-------------------|---------|-------------------------|----------|----------|----------------|---------------------------|
| BIOL 121 | 8O | INTRODUCTORY BIOLOGY | 4 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$424.00 | \$141.00 | Poole, A | |
| | | | | T | 3:30PM - 5:20PM | A 160 | 01/07/2019 - 05/10/2019 | \$424.00 | \$141.00 | Poole, A | LAB ON CAMPUS |
| BIOL 121 | A | INTRODUCTORY BIOLOGY | 4 | MWF | 8:30AM - 9:20AM | B 204 | 01/07/2019 - 05/10/2019 | \$424.00 | \$116.00 | Fitzgerald, J | |
| | | | | R | 8:30AM - 10:20AM | A 113 | 01/07/2019 - 05/10/2019 | \$424.00 | \$116.00 | Fitzgerald, J | LAB |
| BIOL 121 | B | INTRODUCTORY BIOLOGY | 4 | MWF | 9:30AM - 10:20AM | B 204 | 01/07/2019 - 05/10/2019 | \$424.00 | \$116.00 | Fitzgerald, J | |
| | | | | R | 10:30AM - 12:20PM | A 113 | 01/07/2019 - 05/10/2019 | \$424.00 | \$116.00 | Fitzgerald, J | LAB |
| BIOL 121 | C | INTRODUCTORY BIOLOGY | 4 | MWF | 11:30AM - 12:20PM | B 203 | 01/07/2019 - 05/10/2019 | \$424.00 | \$116.00 | Poole, A | |
| | | | | T | 1:30PM - 3:20PM | A 160 | 01/07/2019 - 05/10/2019 | \$424.00 | \$116.00 | Poole, A | LAB |
| BIOL 161 | E | BASIC ANATOMY & PHYSIOLOGY | 3 | R | 5:00PM - 7:50PM | B 204 | 01/07/2019 - 05/10/2019 | \$318.00 | \$72.00 | Fitzgerald, J | |
| BIOL 222 | A | GENERAL BIOLOGY II | 4 | MWF | 10:30AM - 11:20AM | B 204 | 01/07/2019 - 05/10/2019 | \$424.00 | \$116.00 | Fitzgerald, J | BIOL 221 |
| | | | | T | 10:30AM - 12:20PM | A 113 | 01/07/2019 - 05/10/2019 | \$424.00 | \$116.00 | Fitzgerald, J | LAB |
| BIOL 242 | 8O | MICROBIOLOGY | 4 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$424.00 | \$141.00 | Poole, A | CHEM 123 |
| | | | | R | 4:30PM - 6:20PM | A 135 | 01/07/2019 - 05/10/2019 | \$424.00 | \$141.00 | Poole, A | LAB ON CAMPUS |
| BIOL 242 | A | MICROBIOLOGY | 4 | MWF | 9:30AM - 10:20AM | B 203 | 01/07/2019 - 05/10/2019 | \$424.00 | \$116.00 | Poole, A | CHEM 123 |
| | | | | R | 2:30PM - 4:20PM | A 135 | 01/07/2019 - 05/10/2019 | \$424.00 | \$116.00 | Poole, A | LAB |
| BIOL 261 | 8O | HUMAN ANATOMY AND PHYSIOLOGY I | 4 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$424.00 | \$141.00 | Maring-Sims, M | CHEM 121 OR 123 |
| | | | | M | 2:30PM - 4:20PM | A 135 | 01/07/2019 - 05/10/2019 | \$424.00 | \$141.00 | Maring-Sims, M | LAB ON CAMPUS |
| BIOL 262 | 8A | HUMAN ANATOMY AND PHYSIOLOGY II | 4 | MW | 1:30PM - 2:20PM | B 126E | 01/07/2019 - 05/10/2019 | \$424.00 | \$141.00 | Maring-Sims, M | BIOL 261 |
| | | | | R | 10:30AM - 12:20PM | A 135 | 01/07/2019 - 05/10/2019 | \$424.00 | \$141.00 | Maring-Sims, M | LAB |
| | | | | | | ONL HYB | 01/07/2019 - 05/10/2019 | \$424.00 | \$141.00 | Maring-Sims, M | ONE HOUR ONLINE COMPONENT |
| BIOL 262 | 8AB | HUMAN ANATOMY AND PHYSIOLOGY II | 4 | MW | 1:30PM - 2:20PM | B 126E | 01/07/2019 - 05/10/2019 | \$424.00 | \$141.00 | Maring-Sims, M | BIOL 261 |
| | | | | W | 2:30PM - 4:20PM | A 135 | 01/07/2019 - 05/10/2019 | \$424.00 | \$141.00 | Maring-Sims, M | LAB |
| | | | | | | ONL HYB | 01/07/2019 - 05/10/2019 | \$424.00 | \$141.00 | Maring-Sims, M | ONE HOUR ONLINE COMPONENT |
| BIOL 262 | 8O | HUMAN ANATOMY AND PHYSIOLOGY II | 4 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$424.00 | \$141.00 | Maring-Sims, M | BIOL 261 |
| | | | | W | 4:30PM - 6:20PM | A 135 | 01/07/2019 - 05/10/2019 | \$424.00 | \$141.00 | Maring-Sims, M | LAB ON CAMPUS |

BUSINESS

| | | | | | | | | | | | |
|---------|----|------------------------------------|---|----|-----------------|---------|-------------------------|----------|---------|-----------|--------------------------|
| BUS 111 | O | INTRODUCTION TO BUSINESS | 3 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Rodman, K | |
| BUS 115 | OM | KEYBOARDING I | 1 | | | ONL CRS | 01/07/2019 - 03/04/2019 | \$106.00 | \$49.00 | Lehman, C | |
| BUS 132 | O | WORD PROCESSING | 3 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Lehman, C | BUS115 & IT119 |
| BUS 133 | O | BUSINESS COMMUNICATIONS | 3 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Rodman, K | ENG 121, BUS 115, IT 119 |
| BUS 191 | O | FINANCIAL ACCOUNTING | 3 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Rodman, K | |
| BUS 192 | A | MANAGERIAL ACCOUNTING | 3 | MW | 8:00AM - 9:20AM | A 212 | 01/07/2019 - 05/10/2019 | \$318.00 | \$72.00 | Rodman, K | BUS 191 |
| BUS 193 | O | COMPUTERIZED ACCOUNTING | 3 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Rodman, K | BUS 191 & IT119 |
| BUS 235 | O | HUMAN RESOURCES MANAGEMENT | 3 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Ellet, K | |
| BUS 256 | O | BUSINESS CAREER DEVELOPMENT | 2 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$212.00 | \$73.00 | Lowery, A | |
| BUS 297 | O | BUSINESS LAW I | 3 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Rodman, K | |
| BUS 298 | O | LEGAL & SOCIAL ENVIRONMENT OF BUS. | 3 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Rodman, K | BUS 297 |

COMPLETE SCHEDULE OF CLASSES FOR SPRING SEMESTER 2019

Classes Begin January 9, 2019

| Subject | Section | Title | Credits | Days | Times | Location | Start/End Date | Tuition | Fees | Instructor | Pre-requisite/Special Information |
|--------------------------------------|---------|---------------------------------|---------|------|-----------------|----------|-------------------------|---------|---------|------------|-----------------------------------|
| CARDIOPULMONARY RESUSCITATION | | | | | | | | | | | |
| CPR 116 | A | HEARTSAVER CPR W/AED | 0.5 | WR | 5:00PM - 9:00PM | G 221 | 02/20/2019 - 02/21/2019 | \$53.00 | \$37.00 | Potts, T | |
| CPR 131 | A | BASIC LIFE SUPPORT PROVIDER CPR | 0.5 | S | 9:00AM - 5:00PM | G 221 | 01/26/2019 - 01/26/2019 | \$37.00 | \$17.00 | Loftus, R | |
| CPR 131 | A1 | BASIC LIFE SUPPORT PROVIDER CPR | 0.5 | S | 8:00AM - 4:00PM | G 221 | 03/02/2019 - 03/02/2019 | \$53.00 | \$17.00 | Potts, T | |
| CPR 131 | A2 | BASIC LIFE SUPPORT PROVIDER CPR | 0.5 | WR | 5:00PM - 9:00PM | G 221 | 04/24/2019 - 04/25/2019 | \$53.00 | \$17.00 | Potts, T | |

CERTIFIED NURSE ASSISTING

| | | | | | | | | | | | |
|---------|---|---------------------------|---|--|--|--------|-------------------------|---------|--|----------|-----------------------|
| CNA 131 | X | CERTIFIED NURSE ASSISTING | 7 | | | CI 124 | 01/07/2019 - 05/10/2019 | \$57.00 | | Staff, S | MANDATORY ORIENTATION |
| | | | | | | CI 124 | 01/07/2019 - 05/10/2019 | \$57.00 | | Staff, S | |

CHEMISTRY

| | | | | | | | | | | | |
|----------|----|-----------------------------------|---|------|-------------------|-------|-------------------------|----------|----------|-----------|----------|
| CHEM 122 | A | GEN CHEMISTRY & QUALITATIVE ANALY | 5 | MWRF | 9:30AM - 10:20AM | A 226 | 01/07/2019 - 05/10/2019 | \$530.00 | \$140.00 | Wright, J | CHEM 121 |
| | | | | M | 1:30PM - 4:20PM | A 133 | 01/07/2019 - 05/10/2019 | \$530.00 | \$140.00 | Wright, J | LAB |
| CHEM 123 | A | BASIC INORG/ORGAN. CHEMISTRY | 4 | MWF | 8:30AM - 9:20AM | A 226 | 01/07/2019 - 05/10/2019 | \$424.00 | \$116.00 | Wright, J | MATH 109 |
| | | | | T | 8:30AM - 10:20AM | A 133 | 01/07/2019 - 05/10/2019 | \$424.00 | \$116.00 | Wright, J | LAB |
| CHEM 123 | AB | BASIC INORG/ORGAN. CHEMISTRY | 4 | MWF | 8:30AM - 9:20AM | A 226 | 01/07/2019 - 05/10/2019 | \$424.00 | \$116.00 | Wright, J | MATH 109 |
| | | | | T | 10:30AM - 12:20PM | A 133 | 01/07/2019 - 05/10/2019 | \$424.00 | \$116.00 | Wright, J | LAB |
| CHEM 242 | A | ORGANIC CHEMISTRY II | 5 | M | 2:00PM - 5:20PM | A 117 | 01/07/2019 - 05/10/2019 | \$530.00 | \$165.00 | Staff, S | CHEM 241 |
| | | | | R | 1:30PM - 5:20PM | A 133 | 01/07/2019 - 05/10/2019 | \$530.00 | \$165.00 | Wright, J | LAB |

COAL MINING (SEE MINING TECHNOLOGY PAGE 12)

COMMUNICATIONS

| | | | | | | | | | | | |
|----------|-----|-----------------------------|---|----|-------------------|---------|-------------------------|----------|---------|------------|---------------------------|
| CCOM 121 | 8A | PRINCIPLES OF SPEAKING | 3 | MW | 9:30AM - 10:20AM | E 204 | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Cummins, P | |
| | | | | | | ONL HYB | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Cummins, P | ONE HOUR ONLINE COMPONENT |
| COM 121 | 8B | PRINCIPLES OF SPEAKING | 3 | MW | 10:30AM - 11:20AM | E 204 | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Cummins, P | |
| | | | | | | ONL HYB | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Cummins, P | ONE HOUR ONLINE COMPONENT |
| COM 121 | 8O | PRINCIPLES OF SPEAKING | 3 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Billman, J | THEORY TAUGHT ONLINE |
| | | | | | | TBA TBA | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Billman, J | SPEECHES ON CAMPUS |
| COM 121 | 8OM | PRINCIPLES OF SPEAKING | 3 | | | ONL CRS | 03/05/2019 - 05/10/2019 | \$318.00 | \$97.00 | Cummins, P | THEORY TAUGHT ONLINE |
| | | | | | | TBA TBA | 03/05/2019 - 05/10/2019 | \$318.00 | \$97.00 | Cummins, P | SPEECHES ON CAMPUS |
| COM 121 | C | PRINCIPLES OF SPEAKING | 3 | TR | 1:00PM - 2:20PM | A 116 | 01/07/2019 - 05/10/2019 | \$318.00 | \$72.00 | Billman, J | |
| COM 126 | A | FORENSICS PRACTICUM | 1 | W | 12:30PM - 1:20PM | E 211 | 01/07/2019 - 05/10/2019 | \$106.00 | \$24.00 | Billman, T | SPEECH TEAM MEMBERS |
| COM 128 | A | FILM APPRECIATION | 3 | TR | 10:00AM - 11:20AM | E 204 | 01/07/2019 - 05/10/2019 | \$318.00 | \$72.00 | Cummins, P | |
| COM 144 | OM | INTERPERSONAL COMMUNICATION | 3 | | | ONL CRS | 03/05/2019 - 05/10/2019 | \$318.00 | \$97.00 | Cummins, P | |
| COM 246 | A | PERFORMANCE STUDIES | 3 | MW | 2:30PM - 3:50PM | E 204 | 01/07/2019 - 05/10/2019 | \$318.00 | \$72.00 | Billman, T | |

COSMETOLOGY

| | | | | | | | | | | | |
|---------|---|-------------------------|---|---|-------------------|-------|-------------------------|----------|---------|------------|-------------------------------|
| COS 170 | A | SALON BUSINESS COMPUTER | 2 | M | 8:00AM - 11:00AM | B 224 | 01/07/2019 - 03/04/2019 | \$212.00 | \$58.00 | Dunning, S | FULL TIME, ADMITTANCE TO PROG |
| COS 175 | A | COSMETOLOGY THEORY III | 2 | M | 11:00AM - 11:50AM | B 130 | 01/07/2019 - 03/04/2019 | \$212.00 | \$48.00 | Dunning, S | COS 171,172,173,174 |
| | | | | T | 8:00AM - 11:20AM | B 130 | 01/07/2019 - 03/04/2019 | \$212.00 | \$48.00 | Dunning, S | |

| | | | | | | | | | | |
|-----------|------------------------|---|-----|-------------------|---|-----|-------------------------|-------------------|------------|---------------------|
| COS 176 A | COSMETOLOGY CLINIC III | 5 | M | 1:00PM - 5:00PM | B | 139 | 01/07/2019 - 03/04/2019 | \$530.00 \$260.00 | Staff, S | |
| | | | T | 11:30AM - 5:00PM | B | 139 | 01/07/2019 - 03/04/2019 | \$530.00 \$260.00 | Staff, S | |
| | | | WRF | 8:00AM - 12:00PM | B | 139 | 01/07/2019 - 05/10/2019 | \$530.00 \$260.00 | Dunning, S | |
| | | | WRF | 1:00PM - 5:00PM | B | 139 | 01/07/2019 - 03/04/2019 | \$530.00 \$260.00 | Dunning, S | |
| COS 177 B | COSMETOLOGY THEORY IV | 2 | M | 11:00AM - 12:00PM | B | 130 | 03/05/2019 - 05/10/2019 | \$212.00 \$48.00 | Dunning, S | COS 171,172,173,174 |
| | | | T | 8:00AM - 11:20AM | B | 130 | 03/05/2019 - 05/10/2019 | \$212.00 \$48.00 | Dunning, S | |
| COS 178 B | COSMETOLOGY CLINIC IV | 6 | M | 1:00PM - 5:00PM | B | 139 | 03/05/2019 - 05/10/2019 | \$636.00 \$284.00 | Staff, S | COS 171,172,173,174 |
| | | | T | 11:30AM - 5:00PM | B | 139 | 03/05/2019 - 05/10/2019 | \$636.00 \$284.00 | Staff, S | |
| | | | WRF | 8:00AM - 12:00PM | B | 139 | 01/07/2019 - 05/10/2019 | \$636.00 \$284.00 | Dunning, S | |
| | | | WRF | 1:00PM - 5:00PM | B | 139 | 03/05/2019 - 05/10/2019 | \$636.00 \$284.00 | Dunning, S | |

CRIMINAL JUSTICE

| | | | | | | | | | | |
|-----------|----------------------------------|---|--|--|-----|-----|-------------------------|------------------|-------------|------------------------------|
| CRJ 114 O | CRIMINAL INVESTIGATION | 3 | | | ONL | CRS | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Gibson, M | CRJ 115 |
| CRJ 115 O | CRIMINAL LAW I | 3 | | | ONL | CRS | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Taylor, K | |
| CRJ 136 O | INTRODUCTION TO CRIMINAL JUSTICE | 3 | | | ONL | CRS | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Reichert, S | |
| CRJ 211 O | CRIMINAL LAW II | 3 | | | ONL | CRS | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Taylor, K | |
| CRJ 213 O | INTRODUCTION TO CORRECTIONS | 3 | | | ONL | CRS | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Gibson, M | CRJ 114, 115, 211 OR CONSENT |
| CRJ 214 O | PROBATION AND PAROLE | 3 | | | ONL | CRS | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Horn, R | |
| CRJ 215 O | COURT PROCEDURES | 3 | | | ONL | CRS | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Horn, R | |
| CRJ 216 A | LAW ENFORCEMENT INTERNSHIP | 3 | | | TBA | TBA | 01/07/2019 - 05/10/2019 | \$318.00 \$72.00 | Lees, M | |
| CRJ 230 O | POLICING IN AMERICA | 3 | | | ONL | CRS | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Reichert, S | |

DIESEL TECHNOLOGY

| | | | | | | | | | | |
|------------|-------------------------------------|---|------|-------------------|-----|-----|-------------------------|-------------------|--------------|--------------------|
| DSL 132 EQ | ENGINE ELECTRONICS II | 3 | TW | 1:00PM - 2:50PM | T | 101 | 01/07/2019 - 05/10/2019 | \$318.00 \$92.00 | Lindhorst, R | DSL 131 |
| DSL 132 TR | ENGINE ELECTRONICS II | 3 | TR | 1:00PM - 2:50PM | T | 101 | 01/07/2019 - 05/10/2019 | \$318.00 \$92.00 | Lindhorst, R | DSL 131 |
| DSL 133 TR | PREVENTATIVE MAINTENANCE | 4 | TWR | 3:00PM - 5:20PM | T | 112 | 01/07/2019 - 05/10/2019 | \$424.00 \$116.00 | Jones, C | |
| DSL 171 EQ | HYDRAULICS II | 3 | MTW | 8:00AM - 9:50AM | T | 112 | 01/07/2019 - 05/10/2019 | \$318.00 \$92.00 | Jones, C | DSL 158 |
| DSL 172 A | INTERNSHIP | 5 | | | TBA | TBA | 01/07/2019 - 05/10/2019 | \$530.00 \$120.00 | Lindhorst, R | |
| DSL 232 TR | DIESEL SUSPENSION & STEERING | 4 | M | 10:00AM - 11:50AM | T | 101 | 01/07/2019 - 05/10/2019 | \$424.00 \$116.00 | Lindhorst, R | THEORY |
| | | | F | 1:00PM - 4:50PM | T | 101 | 01/07/2019 - 05/10/2019 | \$424.00 \$116.00 | Lindhorst, R | LAB |
| DSL 235 EQ | DIESEL HEATING & AIR CONDITIONING | 4 | MTW | 10:00AM - 11:50AM | T | 102 | 01/07/2019 - 05/10/2019 | \$424.00 \$116.00 | Bishop, T | |
| | | | R | 8:00AM - 9:20AM | T | 102 | 01/07/2019 - 05/10/2019 | \$424.00 \$116.00 | Bishop, T | |
| DSL 235 TR | DIESEL HEATING & AIR CONDITIONING | 4 | MTW | 8:00AM - 9:50AM | T | 102 | 01/07/2019 - 05/10/2019 | \$424.00 \$116.00 | Bishop, T | |
| | | | R | 8:00AM - 9:20AM | T | 102 | 01/07/2019 - 05/10/2019 | \$424.00 \$116.00 | Bishop, T | |
| DSL 237 EQ | ENGINE DIAGNOSTICS AND PERFORMANCE | 3 | RF | 10:00AM - 11:50AM | T | 112 | 01/07/2019 - 05/10/2019 | \$318.00 \$92.00 | Jones, C | DSL 131, 132 & 233 |
| DSL 238 EQ | FINAL DRIVES TRACKS & UNDERCARRIAGE | 3 | RF | 8:00AM - 9:50AM | T | 112 | 01/07/2019 - 05/10/2019 | \$318.00 \$92.00 | Jones, C | DSL 277 |
| DSL 275 EQ | DIESEL ENGINES | 4 | MTWR | 3:00PM - 4:50PM | T | 101 | 01/07/2019 - 05/10/2019 | \$424.00 \$116.00 | Lindhorst, R | DSL 157 |
| DSL 275 TR | DIESEL ENGINES | 4 | TWR | 10:00AM - 11:50AM | T | 101 | 01/07/2019 - 05/10/2019 | \$424.00 \$116.00 | Lindhorst, R | LAB |
| | | | M | 3:00PM - 4:50PM | T | 101 | 01/07/2019 - 05/10/2019 | \$424.00 \$116.00 | Lindhorst, R | DSL 157 |

EARLY CHILDHOOD EDUCATION

| | | | | | | | | | | |
|------------|------------------------------------|---|---|------------------|-----|-----|-------------------------|-------------------|----------|-------------------------------|
| ECE 114 8A | PLAY AND LEARNING ENVIRONMENT | 3 | M | 12:30PM - 2:20PM | A | 222 | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | King, D | DCFS BACKGROUND CHECK |
| | | | | | ONL | HYB | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | King, D | ONE HOUR ONLINE COMPONENT |
| ECE 114 O | PLAY AND LEARNING ENVIRONMENT | 3 | | | ONL | CRS | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | King, D | DCFS BACKGROUND CHECK |
| ECE 116 O | INFANT-TODDLER CURRICULUM | 3 | | | ONL | CRS | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | King, D | DCFS BACKGROUND CHECK |
| ECE 143 8A | GUIDANCE, OBSERVATION & ASSESSMENT | 4 | T | 12:30PM - 2:20PM | A | 222 | 01/07/2019 - 05/10/2019 | \$424.00 \$121.00 | King, D | DCFS BACKGROUND CHECK |
| | | | | | ONL | HYB | 01/07/2019 - 05/10/2019 | \$424.00 \$121.00 | King, D | TWO HOUR ONLINE COMPONENT |
| ECE 143 O | GUIDANCE, OBSERVATION & ASSESSMENT | 4 | | | ONL | CRS | 01/07/2019 - 05/10/2019 | \$424.00 \$121.00 | King, D | DCFS BACKGROUND CHECK |
| ECE 213 OM | CHILD FAMILY AND COMMUNITY | 3 | | | ONL | CRS | 01/07/2019 - 03/04/2019 | \$318.00 \$97.00 | Staff, S | DCFS BACKGROUND CHECK |
| ECE 214 O | LANGUAGE & LITERACY DEVELOPMENT | 3 | | | ONL | CRS | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Staff, S | DCFS BACKGROUND CHECK |
| ECE 215 OM | PRESCHOOL ADMINISTRATION | 3 | | | ONL | CRS | 03/05/2019 - 05/10/2019 | \$318.00 \$97.00 | Staff, S | DCFS BACKGROUND CHECK |
| ECE 220 O | PRACTICUM I | 4 | | | ONL | CRS | 01/07/2019 - 05/10/2019 | \$424.00 \$121.00 | King, D | CONSENT & DCFS BACKGROUND CHK |

COMPLETE SCHEDULE OF CLASSES FOR SPRING SEMESTER 2019

Classes Begin January 7, 2019

| Subject | Section | Title | Credits | Days | Times | Location | Start/End Date | Tuition | Fees | Instructor | Pre-requisite/Special Information |
|---------|---------|--------------------|---------|------|-------|----------|-------------------------|----------|----------|------------|-----------------------------------|
| ECE | 221 O | PRACTICUM II | 4 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$424.00 | \$121.00 | King, D | CONSENT & DCFS BACKGROUND CHK |
| ECE | 299 O | DIRECTOR PRACTICUM | 4 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$424.00 | \$121.00 | King, D | CONSENT & DCFS BACKGROUND CHK |

ECONOMICS

| | | | | | | | | | | | |
|------|--------|--------------------------------|---|--|--|---------|-------------------------|----------|---------|-----------|--|
| ECON | 121 O | INTRODUCTION TO MACROECONOMICS | 3 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Bergan, N | |
| ECON | 122 OM | INTRODUCTION TO MICROECONOMICS | 3 | | | ONL CRS | 02/04/2019 - 04/05/2019 | \$318.00 | \$97.00 | Bergan, N | |

EDUCATION

| | | | | | | | | | | | |
|------|-------|------------------------|---|--|--|---------|-------------------------|----------|---------|---------|--|
| EDUC | 241 O | EDUCATIONAL PSYCHOLOGY | 3 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | King, D | |
| EDUC | 260 O | EDUCATIONAL TECHNOLOGY | 3 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | King, D | |

ENGLISH

| | | | | | | | | | | | |
|-----|---------|-------------------------------|---|-----|-------------------|---------|-------------------------|----------|----------|-------------------|------------------------------|
| ENG | 101 8A | READING/Writing IMPROVEMENT | 3 | MW | 8:30AM - 9:20AM | A 145D | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | McClusky, K | PLACEMENT TEST |
| | | | | | | ONL HYB | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | McClusky, K | ONE HOUR ONLINE COMPONENT |
| ENG | 109 8A | INTEGRATED READING & WRITING | 4 | MW | 9:30AM - 10:20AM | A 145D | 01/07/2019 - 05/10/2019 | \$424.00 | \$121.00 | McClusky, K | PLACEMENT TEST |
| | | | | | | ONL HYB | 01/07/2019 - 05/10/2019 | \$424.00 | \$121.00 | McClusky, K | TWO HOUR ONLINE COMPONENT |
| ENG | 109 O | INTEGRATED READING & WRITING | 4 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$424.00 | \$121.00 | Sirach, K | PLACEMENT TEST |
| ENG | 121 A | RHETORIC & COMPOSITION I | 3 | MWF | 8:30AM - 9:20AM | A 116 | 01/07/2019 - 05/10/2019 | \$318.00 | \$72.00 | Billman, J | ACCUPLACER SCORE AT LEAST 77 |
| ENG | 121 B | RHETORIC & COMPOSITION I | 3 | MWF | 9:30AM - 10:20AM | A 116 | 01/07/2019 - 05/10/2019 | \$318.00 | \$72.00 | Billman, J | ACCUPLACER SCORE AT LEAST 77 |
| ENG | 121 O | RHETORIC & COMPOSITION I | 3 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Billman, J | ACCUPLACER SCORE AT LEAST 77 |
| ENG | 121 OM | RHETORIC & COMPOSITION I | 3 | | | ONL CRS | 03/05/2019 - 05/10/2019 | \$318.00 | \$97.00 | Billman, J | ACCUPLACER SCORE AT LEAST 77 |
| ENG | 122 8CM | RHETORIC & COMPOSITION II | 3 | TR | 8:30AM - 9:50AM | E 203 | 01/07/2019 - 03/04/2019 | \$318.00 | \$97.00 | Roehm-Scheffer, J | ENG 121 OR CONSENT |
| | | | | | | ONL HYB | 01/07/2019 - 03/04/2019 | \$318.00 | \$97.00 | Roehm-Scheffer, J | 3 HOUR ONLINE COMPONENT |
| ENG | 122 8FM | RHETORIC & COMPOSITION II | 3 | TR | 1:00PM - 2:20PM | E 204 | 01/07/2019 - 03/04/2019 | \$318.00 | \$97.00 | Roehm-Scheffer, J | ENG 121 OR CONSENT |
| | | | | | | ONL HYB | 01/07/2019 - 03/04/2019 | \$318.00 | \$97.00 | Roehm-Scheffer, J | 3 HOUR ONLINE COMPONENT |
| ENG | 122 A | RHETORIC & COMPOSITION II | 3 | MWF | 11:30AM - 12:20PM | B 202 | 01/07/2019 - 05/10/2019 | \$318.00 | \$72.00 | Blair, B | ENG 121 OR CONSENT |
| ENG | 122 B | RHETORIC & COMPOSITION II | 3 | MWF | 10:30AM - 11:20AM | B 202 | 01/07/2019 - 05/10/2019 | \$318.00 | \$72.00 | Blair, B | ENG 121 OR CONSENT |
| ENG | 122 DA | RHETORIC & COMPOSITION II | 3 | MWF | 9:30AM - 10:20AM | A 117 | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Blair, B | ENG 121 OR CONSENT |
| ENG | 122 O | RHETORIC & COMPOSITION II | 3 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Parish, R | ENG 121 OR CONSENT |
| ENG | 122 OM | RHETORIC & COMPOSITION II | 3 | | | ONL CRS | 03/05/2019 - 05/10/2019 | \$318.00 | \$97.00 | Parish, R | ENG 121 OR CONSENT |
| ENG | 243 8A | INTRO TO DRAMA | 3 | MW | 10:30AM - 11:20AM | F THTR | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Kimball, A | ENG 121 & 122 OR CONSENT |
| | | | | | | ONL HYB | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Kimball, A | ONE HOUR ONLINE COMPONENT |
| ENG | 245 O | WORLD LITERATURE | 3 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Smith, C | ENG 121 & 122 OR CONSENT |
| ENG | 280 A | SELECTED TOPICS IN LITERATURE | 1 | W | 12:30PM - 1:20PM | B 126W | 01/07/2019 - 05/10/2019 | \$106.00 | \$24.00 | Blair, B | |

FAMILY & CONSUMER SCIENCE

| | | | | | | | | | | | |
|-----|-------|---------------------------|---|--|--|---------|-------------------------|----------|---------|---------|--|
| FCS | 124 O | INTRODUCTION TO NUTRITION | 3 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Beal, S | |
|-----|-------|---------------------------|---|--|--|---------|-------------------------|----------|---------|---------|--|

FOOD SERVICE SANITATION

| | | | | | | | | | | | |
|-----|-------|------------------------------------|-----|---|-----------------|-------|-------------------------|---------|---------|------------|--|
| FOS | 112 A | FOOD SERVICE SANITATION AND SAFETY | 0.5 | S | 8:00AM - 4:30PM | A 116 | 01/12/2019 - 01/12/2019 | \$53.00 | \$57.00 | Hostert, T | |
| FOS | 112 B | FOOD SERVICE SANITATION AND SAFETY | 0.5 | S | 8:00AM - 4:30PM | A 116 | 02/09/2019 - 02/09/2019 | \$53.00 | \$57.00 | Hostert, T | |
| FOS | 112 C | FOOD SERVICE SANITATION AND SAFETY | 0.5 | S | 8:00AM - 4:30PM | A 116 | 03/23/2019 - 03/23/2019 | \$53.00 | \$57.00 | Hostert, T | |
| FOS | 112 D | FOOD SERVICE SANITATION AND SAFETY | 0.5 | S | 8:00AM - 4:30PM | A 116 | 04/13/2019 - 04/13/2019 | \$53.00 | \$57.00 | Hostert, T | |

GOVERNMENT

| | | | | | | | | | | |
|--------------|------------------------------------|---|------|-------------------|-----|-----|-------------------------|-------------------|------------|---------------------------|
| GOVT 121 8A | AMERICAN GOVERNMENT | 3 | MW | 9:30AM - 10:20AM | B | 106 | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Lees, M | |
| | | | | | ONL | HYB | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Lees, M | ONE HOUR ONLINE COMPONENT |
| GOVT 121 8DA | AMERICAN GOVERNMENT | 3 | TR | 10:30AM - 11:20AM | A | 114 | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Lees, M | |
| | | | | | ONL | HYB | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Lees, M | ONE HOUR ONLINE COMPONENT |
| GOVT 121 8XD | AMERICAN GOVERNMENT | 3 | TR | 10:30AM - 11:20AM | CI | 123 | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Lees, M | |
| | | | | | ONL | HYB | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Lees, M | ONE HOUR ONLINE COMPONENT |
| GOVT 121 OM | AMERICAN GOVERNMENT | 3 | | | ONL | CRS | 02/04/2019 - 04/05/2019 | \$318.00 \$97.00 | Lees, M | |
| GOVT 226 O | INTRO. TO INTERNATIONAL RELATIONS | 3 | | | ONL | CRS | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Burford, K | |
| GOVT 260 A | POLITICS IN STATES AND COMMUNITIES | 3 | MWR | 2:30PM - 3:30PM | B | 106 | 01/07/2019 - 02/27/2019 | \$318.00 \$102.00 | Lees, M | |
| | | | RFSU | 8:00AM - 8:00PM | TBA | TBA | 02/28/2019 - 03/03/2019 | \$318.00 \$102.00 | Lees, M | MIG TRIP |

HEALTH OCCUPATIONS

| | | | | | | | | | | |
|-------------|---------------------------------|---|----|------------------|-----|-----|-------------------------|-------------------|---------------|--|
| HLTH 118 E | INTRODUCTION TO PHLEBOTOMY | 3 | MW | 5:00PM - 8:00PM | T | 229 | 01/07/2019 - 03/04/2019 | \$318.00 \$132.00 | Staff, S | |
| HLTH 150 8E | PHARMACY TECHNICIAN PREPARATION | 7 | | | ONL | HYB | 01/07/2019 - 05/10/2019 | \$742.00 \$308.00 | Pappenfuss, R | |
| | | | TU | 4:30PM - 7:30PM | T | 220 | 01/07/2019 - 05/10/2019 | \$742.00 \$308.00 | Pappenfuss, R | |
| | | | S | 8:00AM - 12:00PM | CLN | CLN | 01/07/2019 - 05/10/2019 | \$742.00 \$308.00 | Pappenfuss, R | |

HISTORY

| | | | | | | | | | | |
|-------------|-----------------------------------|---|-----|-------------------|-----|-----|-------------------------|------------------|--------------|--|
| HIST 121 A | HIST OF WESTERN CIVILIZ TO 1648 | 3 | TR | 11:30AM - 12:50PM | B | 105 | 01/07/2019 - 05/10/2019 | \$318.00 \$72.00 | Rea, S | |
| HIST 122 A | HIST OF WESTERN CIVILIZ FROM 1648 | 3 | MWF | 10:30AM - 11:20AM | B | 105 | 01/07/2019 - 05/10/2019 | \$318.00 \$72.00 | Rea, S | |
| HIST 141 DA | HISTORY OF LATIN AMERICA | 3 | W | 2:00PM - 4:50PM | A | 117 | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Schweizer, D | |
| HIST 141 XD | HISTORY OF LATIN AMERICA | 3 | W | 2:00PM - 4:50PM | CI | 123 | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Schweizer, D | |
| HIST 241 A | AMER HIST I | 3 | MWF | 8:30AM - 9:20AM | B | 105 | 01/07/2019 - 05/10/2019 | \$318.00 \$72.00 | Rea, S | |
| HIST 241 O | AMER HIST I | 3 | | | ONL | CRS | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Rea, S | |
| HIST 242 A | AMER HIST II | 3 | MWF | 11:30AM - 12:20PM | B | 105 | 01/07/2019 - 05/10/2019 | \$318.00 \$72.00 | Rea, S | |

HYGIENE

| | | | | | | | | | | |
|------------|----------------------------|---|--|--|-----|-----|-------------------------|------------------|--------------|--|
| HYG 121 O | SCIENCE OF PERSONAL HEALTH | 3 | | | ONL | CRS | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Stockhowe, S | |
| HYG 121 O2 | SCIENCE OF PERSONAL HEALTH | 3 | | | ONL | CRS | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Hall, S | |

INFORMATION TECHNOLOGY

| | | | | | | | | | | |
|-----------|--------------------------------|---|-----|-------------------|-----|-----|-------------------------|-------------------|---------------|-------------------------------|
| IT 119 A | BASIC SOFTWARE APPLICATIONS | 3 | MWF | 12:30PM - 1:20PM | B | 224 | 01/07/2019 - 05/10/2019 | \$318.00 \$92.00 | Ledbetter, K | REQ. MICROSOFT WINDOWS/OFFICE |
| IT 119 O | BASIC SOFTWARE APPLICATIONS | 3 | | | ONL | CRS | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Ledbetter, K | REQ. MICROSOFT WINDOWS/OFFICE |
| IT 132 A | INTRODUCTORY PROGRAMMING | 2 | MWF | 1:30PM - 2:20PM | B | 224 | 01/07/2019 - 05/10/2019 | \$212.00 \$48.00 | Ledbetter, K | |
| IT 133 O | SYSTEMS ANALYSIS | 3 | | | ONL | CRS | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Reed, M | |
| IT 135 O | ADVANCED SOFTWARE APPLICATIONS | 3 | | | ONL | CRS | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Lehman, C | IT 119 |
| IT 151 A | WINDOWS OPERATING SYSTEMS | 3 | MW | 8:30AM - 9:50AM | G | 212 | 01/07/2019 - 05/10/2019 | \$318.00 \$92.00 | Reed, M | |
| IT 191 O | FUNDAMENTALS OF WEB DESIGN | 3 | | | ONL | CRS | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Richardson, B | |
| IT 195 8A | COMPUTER SECURITY I | 4 | MW | 10:00AM - 11:20AM | G | 212 | 01/07/2019 - 05/10/2019 | \$424.00 \$182.00 | Reed, M | |
| | | | | | ONL | HYB | 01/07/2019 - 05/10/2019 | \$424.00 \$182.00 | Reed, M | ONE-HOUR ONLINE COMPONENT |
| IT 210 A | INTRODUCTORY NETWORKING | 2 | TR | 1:30PM - 2:20PM | G | 212 | 01/07/2019 - 05/10/2019 | \$212.00 \$48.00 | Reed, M | |
| IT 216 O | ROUTER THEORY AND TECHNOLOGY | 4 | | | ONL | CRS | 01/07/2019 - 05/10/2019 | \$424.00 \$121.00 | Reed, M | |
| IT 217 A | LOCAL AREA NETWORKS | 4 | TR | 10:00AM - 11:50AM | G | 212 | 01/07/2019 - 05/10/2019 | \$424.00 \$141.00 | Reed, M | IT 215 |
| IT 218 O | WIDE AREA NETWORKS | 4 | | | ONL | CRS | 01/07/2019 - 05/10/2019 | \$424.00 \$121.00 | Reed, M | |
| IT 219 O | LAN SWITCHING AND WIRELESS | 4 | | | ONL | CRS | 01/07/2019 - 05/10/2019 | \$424.00 \$121.00 | Reed, M | |
| IT 230 A | INTERNSHIP | 2 | | | OJT | OJT | 01/07/2019 - 05/10/2019 | \$212.00 \$48.00 | Reed, M | |
| IT 230 B | INTERNSHIP | 3 | | | OJT | OJT | 01/07/2019 - 05/10/2019 | \$318.00 \$72.00 | Reed, M | |
| IT 230 C | INTERNSHIP | 4 | | | OJT | OJT | 01/07/2019 - 05/10/2019 | \$424.00 \$96.00 | Reed, M | |
| IT 273 A | PROGRAMMING II | 3 | TR | 12:30PM - 1:50PM | B | 224 | 01/07/2019 - 05/10/2019 | \$318.00 \$92.00 | Wang, C | |

COMPLETE SCHEDULE OF CLASSES FOR SPRING SEMESTER 2019

Classes Begin January 7, 2019

| Subject | Section | Title | Credits | Days | Times | Location | Start/End Date | Tuition | Fees | Instructor | Pre-requisite/Special Information |
|------------------------|---------|-----------------|---------|------|-------------------|----------|-----------------------|----------|---------|------------|-----------------------------------|
| MESSAGE THERAPY | | | | | | | | | | | |
| MT 112 X | | MESSAGE ETH/LAW | 2 | T | 11:30AM - 1:30PM | CI 124 | 01/07/2019-05/10/2019 | \$212.00 | \$48.00 | Staff | |
| MT 113 X | | ANCILLARY MODAL | 3 | T | 08:00AM - 10:50PM | CI 124 | 01/07/2019-05/10/2019 | \$318.00 | \$72.00 | Staff | |
| MT 114 X | | MESSAGE TECH I | 4 | T | 1:30PM - 3:20PM | CI 124 | 01/07/2019-05/10/2019 | \$424.00 | \$96.00 | Staff | |
| | | | | R | 09:00AM - 12:00PM | CI 124 | 01/07/2019-05/10/2019 | \$424.00 | \$96.00 | Staff | |
| MT 212 X | | MESSAGE TECH II | 4 | R | 08:00AM - 08:50AM | CI 124 | 01/07/2019-05/10/2019 | \$424.00 | \$96.00 | Staff | |
| | | | | R | 12:30PM - 6:30PM | CI 124 | 01/07/2019-05/10/2019 | \$424.00 | \$96.00 | Staff | |

MATHEMATICS

| | | | | | | | | | | | |
|-------------|--|------------------------------------|---|-------|-------------------|---------|-------------------------|----------|----------|----------------|---------------------------|
| MATH 101 E | | MATH IMPROVEMENT | 2 | TR | 2:30PM - 3:20PM | A 145D | 01/07/2019 - 05/10/2019 | \$212.00 | \$48.00 | Hubele, R | PLACEMENT TEST |
| MATH 106 A | | BEGINNING ALGEBRA | 4 | TR | 8:30AM - 10:20AM | A 145D | 01/07/2019 - 05/10/2019 | \$424.00 | \$96.00 | Householder, P | MATH 101 |
| MATH 106 E | | BEGINNING ALGEBRA | 4 | TR | 4:00PM - 5:50PM | A 145D | 01/07/2019 - 05/10/2019 | \$424.00 | \$96.00 | Hubele, R | MATH 101 |
| MATH 109 A | | INTERMEDIATE ALGEBRA | 4 | TR | 11:00AM - 12:50PM | A 145D | 01/07/2019 - 05/10/2019 | \$424.00 | \$96.00 | Householder, P | MATH 106 |
| MATH 109 Z | | INTERMEDIATE ALGEBRA | 1 | T | 11:30AM - 12:20PM | A 231 | 01/07/2019 - 05/10/2019 | \$106.00 | \$24.00 | Harbison, J | PLACEMENT TEST |
| MATH 125 8B | | GENERAL EDUCATION STATISTICS | 4 | W | 1:30PM - 3:20PM | A 231 | 01/07/2019 - 05/10/2019 | \$424.00 | \$121.00 | Harbison, J | MATH 109-C OR BETTER |
| | | | | | ONL HYB | | 01/07/2019 - 05/10/2019 | \$424.00 | \$121.00 | Harbison, J | TWO HOUR ONLINE COMPONENT |
| MATH 125 A | | GENERAL EDUCATION STATISTICS | 4 | MW | 8:30AM - 10:20AM | A 231 | 01/07/2019 - 05/10/2019 | \$424.00 | \$96.00 | Harbison, J | MATH 109-C OR BETTER |
| MATH 128 A | | COLLEGE ALGEBRA | 4 | MTWTF | 1:30PM - 2:20PM | A 230 | 01/07/2019 - 05/10/2019 | \$424.00 | \$96.00 | Aul, A | MATH 108 & 109 |
| MATH 141 8B | | STATISTICS | 4 | W | 1:30PM - 3:20PM | A 231 | 01/07/2019 - 05/10/2019 | \$424.00 | \$121.00 | Harbison, J | MATH 128-C OR BETTER |
| | | | | | ONL HYB | | 01/07/2019 - 05/10/2019 | \$424.00 | \$121.00 | Harbison, J | TWO HOUR ONLINE COMPONENT |
| MATH 141 A | | STATISTICS | 4 | MW | 8:30AM - 10:20AM | A 231 | 01/07/2019 - 05/10/2019 | \$424.00 | \$96.00 | Harbison, J | MATH 128-C OR BETTER |
| MATH 142 A | | FINITE MATHEMATICS | 4 | TR | 1:30PM - 3:20PM | A 226 | 01/07/2019 - 05/10/2019 | \$424.00 | \$96.00 | Householder, P | MATH 128-C OR BETTER |
| MATH 144 A | | HEART OF MATHEMATICS | 4 | TR | 8:30AM - 10:20AM | A 231 | 01/07/2019 - 05/10/2019 | \$424.00 | \$96.00 | Harbison, J | MATH 109-C OR BETTER |
| MATH 144 O | | HEART OF MATHEMATICS | 4 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$424.00 | \$121.00 | Harbison, J | MATH 109-C OR BETTER |
| MATH 144 Z | | HEART OF MATHEMATICS | 4 | TR | 1:30PM - 3:20PM | A 231 | 01/07/2019 - 05/10/2019 | \$424.00 | \$96.00 | Harbison, J | MATH 109-C OR BETTER |
| MATH 151 O | | OCCUPATIONAL MATH | 4 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$424.00 | \$121.00 | Appel, J | MATH 101 |
| MATH 162 A | | CALCULUS AND ANALYTIC GEOMETRY I | 5 | MTWRF | 8:00AM - 8:50AM | A 230 | 01/07/2019 - 05/10/2019 | \$530.00 | \$120.00 | Martin, K | MATH 161-C OR BETTER |
| MATH 162 B | | CALCULUS AND ANALYTIC GEOMETRY I | 5 | MTWRF | 10:30AM - 11:20AM | A 230 | 01/07/2019 - 05/10/2019 | \$530.00 | \$120.00 | Martin, K | MATH 161-C OR BETTER |
| MATH 205 A | | GEOMETRY FOR ELEMENTARY TEACHERS | 4 | TR | 1:00PM - 2:50PM | A 229 | 01/07/2019 - 05/10/2019 | \$424.00 | \$96.00 | Appel, J | MATH 204-C OR BETTER |
| MATH 222 A | | CALCULUS AND ANALYTIC GEOMETRY III | 5 | MTWRF | 9:30AM - 10:20AM | A 230 | 01/07/2019 - 05/10/2019 | \$530.00 | \$120.00 | Martin, K | MATH 221-C OR BETTER |
| MATH 225 A | | DIFFERENTIAL EQUATIONS | 3 | MWF | 10:30AM - 11:20AM | A 110 | 01/07/2019 - 05/10/2019 | \$318.00 | \$72.00 | Aul, A | MATH 222 |

MINING TECHNOLOGY* - COOPERATIVE PROGRAM OFFERED BY SIC & WABASH VALLEY COLLEGE

| | | | | | | | | | | | |
|----------|--|---------------|---|---|------------|-------|-------------------------|----------|---------|------------------|--|
| CMT 2260 | | Electrical II | 4 | M | 8AM - 12PM | G 113 | 01/07/2019 - 05/10/2019 | \$424.00 | \$96.00 | Instructor - TBD | |
| CMT 1220 | | Roof Control | 4 | M | 1PM - 5PM | G 113 | 01/07/2019 - 05/10/2019 | \$424.00 | \$96.00 | Instructor - TBD | |
| CMT 2240 | | Hydraulics II | 4 | T | 1PM - 5PM | G 113 | 01/07/2019 - 05/10/2019 | \$424.00 | \$96.00 | Instructor - TBD | |

*MINING TECHNOLOGY - Cooperative Program with Wabash Valley College - This schedule is subject to change. Call Kimberly Oliver at 618-252-5400, ext. 2360, or email at koliver@iecc.edu for class confirmation & registration information.

MUSIC

| | | | | | | | | | | | |
|------------|--|--------------------------------|---|----|-------------------|---------|-------------------------|----------|----------|-------------|---------------------------|
| MUS 121 8A | | MUSIC APPRECIATION | 3 | MW | 11:30AM - 12:20PM | F 110 | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Garmane, C | |
| | | | | | ONL HYB | | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Garmane, C | ONE HOUR ONLINE COMPONENT |
| MUS 121 O | | MUSIC APPRECIATION | 3 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Garmane, C | |
| MUS 121 OM | | MUSIC APPRECIATION | 3 | | | ONL CRS | 03/05/2019 - 05/10/2019 | \$318.00 | \$97.00 | Garmane, C | |
| MUS 124 A | | PRIVATE APPLIED MUSIC I | 1 | | | F 116 | 01/07/2019 - 05/10/2019 | \$106.00 | \$119.00 | Staff, S | DEPT PERMISSION |
| MUS 125 A | | PRIVATE APPLIED MUSIC II | 1 | | | F 116 | 01/07/2019 - 05/10/2019 | \$106.00 | \$119.00 | Staff, S | DEPT PERMISSION |
| MUS 126 A | | INTRODUCTION TO AMERICAN MUSIC | 3 | TR | 11:30AM - 12:50PM | F 110 | 01/07/2019 - 05/10/2019 | \$318.00 | \$72.00 | Garmane, C | |
| MUS 141 E | | CHORUS | 1 | T | 6:00PM - 7:50PM | F 110 | 01/07/2019 - 05/10/2019 | \$106.00 | \$24.00 | Burkhart, A | |
| MUS 142 E | | CHORUS II | 1 | T | 6:00PM - 7:50PM | F 110 | 01/07/2019 - 05/10/2019 | \$106.00 | \$24.00 | Burkhart, A | |
| MUS 143 E | | CHORUS III | 1 | T | 6:00PM - 7:50PM | F 110 | 01/07/2019 - 05/10/2019 | \$106.00 | \$24.00 | Burkhart, A | |
| MUS 144 E | | CHORUS IV | 1 | T | 6:00PM - 7:50PM | F 110 | 01/07/2019 - 05/10/2019 | \$106.00 | \$24.00 | Burkhart, A | |
| MUS 164 E | | MUSICAL THEATRE CHOIR | 1 | R | 3:00PM - 4:50PM | F 110 | 01/07/2019 - 05/10/2019 | \$106.00 | \$24.00 | Garmane, C | |

| | | | | | | | | | | |
|-----------|--------------------------|---|----|------------------|---|-----|-------------------------|------------------|------------|---------------------------|
| MUS 182 A | THEORY OF MUSIC II | 4 | MW | 1:30PM - 3:20PM | F | 110 | 01/07/2019 - 05/10/2019 | \$424.00 \$96.00 | Garmane, C | MUS 181 OR PRIOR TRAINING |
| MUS 280 A | SELECTED TOPICS IN MUSIC | 3 | | | F | 110 | 01/07/2019 - 05/10/2019 | \$318.00 \$72.00 | Garmane, C | |
| MUS 282 A | THEORY OF MUSIC IV | 4 | TR | 11:30AM - 1:20PM | F | 110 | 01/07/2019 - 05/10/2019 | \$424.00 \$96.00 | Garmane, C | MUS 281 OR EQUIVALENT |

NURSING - ADN

| | | | | | | | | | | |
|-----------|--------------------------------|---|------|------------------|-----|-----|-------------------------|-------------------|------------|--|
| ADN 275 O | PSYCHIATRIC NURSING | 3 | | | ONL | CRS | 03/05/2019 - 05/10/2019 | \$318.00 \$107.00 | Moore, S | |
| | | | R | 8:30AM - 3:30PM | T | 230 | 03/05/2019 - 05/10/2019 | \$318.00 \$107.00 | Moore, S | |
| | | | F | 7:00AM - 4:30PM | CLN | CLN | 03/05/2019 - 05/10/2019 | \$318.00 \$107.00 | Lampley, K | |
| ADN 276 A | MED-SURG NURSING III | 5 | M | 8:30AM - 3:30PM | T | 230 | 01/07/2019 - 03/04/2019 | \$530.00 \$555.00 | Murphy, A | |
| | | | T | 7:00AM - 4:30PM | CLN | CLN | 01/07/2019 - 03/04/2019 | \$530.00 \$555.00 | Lampley, K | |
| | | | W | 7:00AM - 4:30PM | CLN | CLN | 01/07/2019 - 03/04/2019 | \$530.00 \$555.00 | Moore, S | |
| ADN 277 A | MED-SURG NURSING IV | 5 | TR | 8:30AM - 3:30PM | T | 230 | 03/05/2019 - 05/10/2019 | \$530.00 \$120.00 | Lampley, K | |
| | | | W | 7:00AM - 4:30PM | CLN | CLN | 03/05/2019 - 05/10/2019 | \$530.00 \$120.00 | Lampley, K | |
| | | | M | 7:00AM - 4:30PM | CLN | CLN | 01/07/2019 - 05/10/2019 | \$530.00 \$120.00 | Moore, S | |
| | | | M | 8:00AM - 10:00AM | T | 230 | 03/05/2019 - 05/10/2019 | \$530.00 \$120.00 | Moore, S | |
| ADN 278 O | COMMUNITY & LEADERSHIP NURSING | 4 | | | ONL | CRS | 01/07/2019 - 03/04/2019 | \$424.00 \$431.00 | Lampley, K | |
| | | | MWRF | 7:00AM - 4:30PM | CLN | CLN | 01/07/2019 - 03/04/2019 | \$424.00 \$431.00 | Lampley, K | |
| | | | MWF | 7:00AM - 4:30PM | ONL | CRS | 01/07/2019 - 03/04/2019 | \$424.00 \$431.00 | Moore, S | |

NURSING - PN

| | | | | | | | | | | |
|------------|-------------------------------|---|------|------------------|-----|-----|-------------------------|-------------------|--------------|----------|
| NUR 153 8A | MEDICATION CALCULATIONS | 4 | | | ONL | HYB | 01/07/2019 - 05/10/2019 | \$424.00 \$121.00 | Moore, S | |
| | | | R | 11:30AM - 1:20PM | T | 220 | 01/07/2019 - 05/10/2019 | \$424.00 \$121.00 | Moore, S | |
| NUR 153 O | MEDICATION CALCULATIONS | 4 | | | ONL | CRS | 01/07/2019 - 05/10/2019 | \$424.00 \$121.00 | Dixon, S | |
| NUR 176 A | COMMUNITY AND MENTAL HEALTH | 2 | F | 8:00AM - 12:00PM | T | 217 | 03/22/2019 - 05/10/2019 | \$212.00 \$193.50 | Knight, B | |
| | | | MR | 7:00AM - 4:30PM | CLN | CLN | 03/22/2019 - 05/10/2019 | \$212.00 \$193.50 | McConnell, K | CLINICAL |
| NUR 176 B | COMMUNITY AND MENTAL HEALTH | 2 | F | 8:00AM - 12:00PM | T | 217 | 03/22/2019 - 05/10/2019 | \$212.00 \$134.40 | Knight, B | |
| | | | MR | 7:00AM - 4:30PM | CLN | CLN | 03/22/2019 - 05/10/2019 | \$212.00 \$134.40 | McConnell, K | CLINICAL |
| NUR 177 A | PEDIATRIC NURSING | 2 | W | 8:30AM - 12:30PM | T | 217 | 03/22/2019 - 05/10/2019 | \$212.00 \$58.00 | McConnell, K | |
| | | | T | 12:30PM - 4:30PM | T | 223 | 03/22/2019 - 05/10/2019 | \$212.00 \$58.00 | Knight, B | |
| NUR 177 B | PEDIATRIC NURSING | 2 | W | 8:30AM - 12:30PM | T | 217 | 03/22/2019 - 05/10/2019 | \$212.00 \$58.00 | McConnell, K | THEORY |
| | | | T | 12:30PM - 4:30PM | T | 223 | 03/22/2019 - 05/10/2019 | \$212.00 \$58.00 | Knight, B | |
| NUR 190 A | NURSING CARE OF THE ADULT I | 4 | MWR | 8:30AM - 4:20PM | T | 217 | 01/07/2019 - 01/31/2019 | \$424.00 \$241.50 | McConnell, K | |
| | | | RF | 8:30AM - 4:30PM | T | 223 | 01/07/2019 - 01/31/2019 | \$424.00 \$241.50 | Knight, B | |
| | | | RF | 8:30AM - 4:30PM | T | 223 | 01/07/2019 - 01/31/2019 | \$424.00 \$241.50 | Davis, S | |
| | | | RF | 8:30AM - 4:30PM | T | 223 | 01/07/2019 - 01/31/2019 | \$424.00 \$241.50 | Hall, S | |
| NUR 190 B | NURSING CARE OF THE ADULT I | 4 | MWRF | 8:30AM - 4:30PM | T | 217 | 01/07/2019 - 01/31/2019 | \$424.00 \$241.50 | McConnell, K | |
| | | | RF | 8:30AM - 4:30PM | T | 223 | 01/07/2019 - 01/31/2019 | \$424.00 \$241.50 | Knight, B | |
| | | | RF | 8:30AM - 4:30PM | T | 223 | 01/07/2019 - 01/31/2019 | \$424.00 \$241.50 | Davis, S | |
| | | | RF | 8:30AM - 4:30PM | T | 223 | 01/07/2019 - 01/31/2019 | \$424.00 \$241.50 | Hall, S | |
| NUR 195 A | MEDICAL TERMINOLOGY | 3 | MW | 1:00PM - 2:50PM | B | 104 | 01/07/2019 - 05/10/2019 | \$318.00 \$72.00 | Knight, B | |
| NUR 195 O | MEDICAL TERMINOLOGY | 3 | | | ONL | CRS | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Dixon, S | |
| NUR 195 O2 | MEDICAL TERMINOLOGY | 3 | | | ONL | CRS | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Staff, S | |
| NUR 198 A | NURSING CARE OF THE ADULT II | 4 | MW | 8:30AM - 12:30PM | T | 217 | 02/01/2019 - 03/22/2019 | \$424.00 \$241.50 | McConnell, K | |
| | | | | | CLN | CLN | 02/01/2019 - 03/22/2019 | \$424.00 \$241.50 | McConnell, K | |
| | | | | | CLN | CLN | 02/01/2019 - 03/22/2019 | \$424.00 \$241.50 | Knight, B | |
| | | | | | CLN | CLN | 02/01/2019 - 03/22/2019 | \$424.00 \$241.50 | Davis, S | |
| NUR 198 B | NURSING CARE OF THE ADULT II | 4 | MW | 8:30AM - 12:30PM | T | 217 | 02/01/2019 - 03/22/2019 | \$424.00 \$241.50 | McConnell, K | |
| | | | | | CLN | CLN | 02/01/2019 - 03/22/2019 | \$424.00 \$241.50 | McConnell, K | |
| | | | | | CLN | CLN | 02/01/2019 - 03/22/2019 | \$424.00 \$241.50 | Knight, B | |
| | | | | | CLN | CLN | 02/01/2019 - 03/22/2019 | \$424.00 \$241.50 | Davis, S | |
| NUR 199 A | NURSING CARE OF THE ADULT III | 4 | T | 8:30AM - 11:30AM | T | 217 | 01/07/2019 - 05/10/2019 | \$424.00 \$270.00 | Murphy, A | |
| | | | | | CLN | CLN | 01/07/2019 - 05/10/2019 | \$424.00 \$270.00 | McConnell, K | |
| | | | | | CLN | CLN | 01/07/2019 - 05/10/2019 | \$424.00 \$270.00 | Knight, B | |
| | | | | | CLN | CLN | 01/07/2019 - 05/10/2019 | \$424.00 \$270.00 | Knight, B | |
| | | | | | CLN | CLN | 01/07/2019 - 05/10/2019 | \$424.00 \$270.00 | Davis, S | |
| NUR 199 B | NURSING CARE OF THE ADULT III | 4 | T | 8:30AM - 11:30AM | T | 217 | 01/07/2019 - 05/10/2019 | \$424.00 \$185.40 | Murphy, A | |
| | | | | | CLN | CLN | 01/07/2019 - 05/10/2019 | \$424.00 \$185.40 | McConnell, K | |
| | | | | | CLN | CLN | 01/07/2019 - 05/10/2019 | \$424.00 \$185.40 | Knight, B | |
| | | | | | CLN | CLN | 01/07/2019 - 05/10/2019 | \$424.00 \$185.40 | Davis, S | |

COMPLETE SCHEDULE OF CLASSES FOR SPRING SEMESTER 2019

Classes Begin January 7, 2019

| Subject | Section | Title | Credits | Days | Times | Location | Start/End Date | Tuition | Fees | Instructor | Pre-requisite/Special Information |
|---------------------------|---------|-----------------------------------|---------|--------|-------------------|----------|-------------------------|----------|----------|---------------|-----------------------------------|
| OUTDOOR RECREATION | | | | | | | | | | | |
| OUTR 112 | E | OUTDOOR RECREATION PLANNING | 3 | TR | 6:00PM - 7:20PM | B 202 | 01/07/2019 - 05/10/2019 | \$318.00 | \$72.00 | Armstrong, A | |
| OUTR 115 | A | OUTDOOR RECREATION PRACTICUM | 1 | | | TBA TBA | 01/07/2019 - 05/10/2019 | \$106.00 | \$24.00 | Armstrong, A | |
| OUTR 152 | E | ENVIRONMENTAL ETHICS | 2 | M | 5:00PM - 6:50PM | B 202 | 01/07/2019 - 05/10/2019 | \$212.00 | \$48.00 | Armstrong, A | |
| OUTR 155 | E | ENVIRONMENTAL INTERPRETATION | 2 | W | 5:00PM - 7:50PM | B 202 | 01/07/2019 - 05/10/2019 | \$212.00 | \$48.00 | Armstrong, A | |
| OUTR 171 | A | INTERMEDIATE ARCHERY | 1 | S | 10:00AM - 11:50AM | ARCH RNG | 01/07/2019 - 05/10/2019 | \$106.00 | \$24.00 | Armstrong, A | ARCHERY TEAM MEMBERS |
| OUTR 173 | A | PRO-AM COMPETITION ARCHERY | 1 | S | 10:00AM - 11:50AM | ARCH RNG | 01/07/2019 - 05/10/2019 | \$106.00 | \$24.00 | Armstrong, A | ARCHERY TEAM MEMBERS-2ND YR |
| OUTR 214 | E | USCA RULES AND PROCEDURES | 1 | T | 5:00PM - 5:50PM | B 202 | 01/07/2019 - 05/10/2019 | \$106.00 | \$39.00 | Armstrong, A | |
| OUTR 216 | E | MIND AND MATTER IN COMPETITION | 1 | R | 5:00PM - 5:50PM | B 202 | 01/07/2019 - 05/10/2019 | \$106.00 | \$24.00 | Armstrong, A | |
| OUTR 236 | A | INDOOR ARCHERY INTERMEDIATE | 1 | S | 8:00AM - 9:50AM | ARCH RNG | 01/07/2019 - 05/10/2019 | \$106.00 | \$24.00 | Armstrong, A | ARCHERY TEAM MEMBERS |
| OUTR 238 | A | INDOOR ARCHERY PRO-AM | 1 | S | 8:00AM - 9:50AM | ARCH RNG | 01/07/2019 - 05/10/2019 | \$106.00 | \$24.00 | Armstrong, A | ARCHERY TEAM MEMBERS-2ND YR |
| PHILOSOPHY | | | | | | | | | | | |
| PHIL 121 | A | INTRO TO PHILOSOPHY | 3 | MWF | 8:30AM - 9:20AM | E 203 | 01/07/2019 - 05/10/2019 | \$318.00 | \$72.00 | Smith, C | |
| PHIL 121 | B | INTRO TO PHILOSOPHY | 3 | MWF | 9:30AM - 10:20AM | E 203 | 01/07/2019 - 05/10/2019 | \$318.00 | \$72.00 | Smith, C | |
| PHIL 121 | O | INTRO TO PHILOSOPHY | 3 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Linz, J | |
| PHIL 221 | A | FUNDAMENTALS OF ETHICS | 3 | TR | 1:00PM - 2:20PM | E 203 | 01/07/2019 - 05/10/2019 | \$318.00 | \$72.00 | Smith, C | PHIL 121 OR CONSENT |
| PHIL 221 | O | FUNDAMENTALS OF ETHICS | 3 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Linz, J | PHIL 121 OR INSTRUCTOR CONSENT |
| PHYSICAL EDUCATION | | | | | | | | | | | |
| PE 126 | A | PHYSICAL FIT THROUGH CONDITIONING | 1 | MTWRFS | | C 205 | 01/07/2019 - 05/10/2019 | \$106.00 | \$44.00 | Kenner, S | |
| PE 127 | A | PHYSICAL FITNESS CONDITIONING II | 1 | MTWRFS | | C 205 | 01/07/2019 - 05/10/2019 | \$106.00 | \$44.00 | Kenner, S | |
| PE 129 | A | PHYSICAL FITNESS CONDITIONING III | 1 | MTWRFS | | C 205 | 01/07/2019 - 05/10/2019 | \$106.00 | \$44.00 | Kenner, S | |
| PE 144 | A | MEN'S TEAM BASEBALL I | 2 | MTWRF | | C GYM | 01/07/2019 - 05/10/2019 | \$212.00 | \$53.00 | Irlbeck, J | TEAM MEMBERS ONLY |
| PE 145 | A | WOMEN'S TEAM SOFTBALL I | 2 | MTWRF | | C GYM | 01/07/2019 - 05/10/2019 | \$212.00 | \$53.00 | Calcaterra, M | TEAM MEMBERS ONLY |
| PE 164 | A | WOMEN'S TEAM BASKETBALL I | 2 | MTWRF | | C GYM | 01/07/2019 - 05/10/2019 | \$212.00 | \$53.00 | Kenner, S | TEAM MEMBERS ONLY |
| PE 189 | X | FITNESS THROUGH WALKING II | 0.5 | MW | 5:00AM - 5:50AM | CIHS CLS | 01/07/2019 - 05/10/2019 | \$53.00 | \$12.00 | King, R | |
| PE 189 | X2 | FITNESS THROUGH WALKING II | 0.5 | MW | 6:00AM - 6:50AM | CIHS CLS | 01/07/2019 - 05/10/2019 | \$53.00 | \$12.00 | Gholson, T | |
| PE 221 | A | MEN'S TEAM BASKETBALL I | 2 | MTWRF | | C GYM | 01/07/2019 - 05/10/2019 | \$212.00 | \$53.00 | Staff | TEAM MEMBERS ONLY |
| PHYSICS | | | | | | | | | | | |
| PHYS 121 | 8O | BASIC PHYSICS | 4 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$424.00 | \$141.00 | Aul, A | MATH 109 OR EQUIVALENT |
| | | | | R | 1:30PM - 3:20PM | A 110 | 01/07/2019 - 05/10/2019 | \$424.00 | \$141.00 | Aul, A | LAB ON CAMPUS |
| PHYS 222 | A | GENERAL PHYSICS II | 5 | MTWF | 8:30AM - 9:20AM | A 110 | 01/07/2019 - 05/10/2019 | \$530.00 | \$140.00 | Aul, A | PHYS 221 |
| | | | | R | 10:30AM - 12:20PM | A 110 | 01/07/2019 - 05/10/2019 | \$530.00 | \$140.00 | Aul, A | LAB |
| PHYS 242 | O | DYNAMICS | 3 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Aul, A | PHYS 241 |
| PSYCHOLOGY | | | | | | | | | | | |
| PSYC 121 | 8A | INTRO PSYCHOLOGY | 3 | MW | 11:30AM - 12:20PM | A 116 | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Calcaterra, M | |
| | | | | | | ONL HYB | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Calcaterra, M | ONE HOUR ONLINE COMPONENT |
| PSYC 121 | O | INTRO PSYCHOLOGY | 3 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Berry, L | |
| PSYC 121 | O2 | INTRO PSYCHOLOGY | 3 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Berry, L | |
| PSYC 121 | O3 | INTRO PSYCHOLOGY | 3 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Cox, D | |
| PSYC 131 | O | HUMAN RELATIONS | 3 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Calcaterra, M | |

| | | | | | | | | | |
|------------|-------------------------------------|---|--|-----|-----|-------------------------|------------------|---------------|----------|
| PSYC 221 O | CHILD PSYCHOLOGY | 3 | | ONL | CRS | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Cox, D | |
| PSYC 244 O | HUMAN GROWTH & DEVELOPMENT-LIFESPAN | 3 | | ONL | CRS | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Gladfelter, L | |
| PSYC 260 O | ABNORMAL PSYCHOLOGY | 3 | | ONL | CRS | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Berry, L | PSYC 121 |

POWERSPORTS TECHNOLOGY

| | | | | | | | | | |
|-----------|--------------------------------|---|------|-------------------|---|-----|-------------------------|------------------|----------|
| PST 132 A | MC/ATV/UTV ELECTRONICS | 3 | TW | 1:00PM - 2:50PM | W | 103 | 01/07/2019 - 05/10/2019 | \$318.00 \$72.00 | Boots, R |
| PST 172 A | PRACTICUM | 2 | F | 8:00AM - 11:50AM | W | 103 | 01/07/2019 - 05/10/2019 | \$212.00 \$48.00 | Boots, R |
| PST 232 A | SUSPENSION, BRAKES, AND WHEELS | 4 | MTW | 8:00AM - 9:50AM | W | 103 | 01/07/2019 - 05/10/2019 | \$424.00 \$96.00 | Boots, R |
| PST 270 A | FUEL SYSTEMS | 3 | MR | 1:00PM - 2:50PM | W | 103 | 01/07/2019 - 05/10/2019 | \$318.00 \$72.00 | Boots, R |
| PST 275 A | ENGINES | 4 | MTWR | 10:00AM - 11:50AM | W | 103 | 01/07/2019 - 05/10/2019 | \$424.00 \$96.00 | Boots, R |

READING

| | | | | | | | | | |
|------------|----------------------|---|--|-----|-----|-------------------------|------------------|----------|--|
| READ 106 O | INTRODUCTORY READING | 3 | | ONL | CRS | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Staff, S | |
|------------|----------------------|---|--|-----|-----|-------------------------|------------------|----------|--|

SAFETY

| | | | | | | | | | | |
|-------------|---------------------------------|-----|----|------------------|------|------|-------------------------|-------------------|-----------|----------|
| SAFE 171 A1 | INTRO TO BASIC HANDGUN SHOOTING | 0.5 | S | 8:00AM - 5:00PM | ARCH | BLDG | 02/16/2019 - 02/16/2019 | \$53.00 \$62.00 | Jones, K | 8 HOURS |
| | | | | | | | 02/16/2019 - 02/16/2019 | \$53.00 \$62.00 | Howton, D | |
| SAFE 171 A2 | INTRO TO BASIC HANDGUN SHOOTING | 0.5 | S | 8:00AM - 5:00PM | ARCH | BLDG | 04/27/2019 - 04/27/2019 | \$53.00 \$62.00 | Jones, K | 8 HOUR |
| | | | | | | | 04/27/2019 - 04/27/2019 | \$53.00 \$62.00 | Howton, D | |
| SAFE 171 N1 | INTRO TO BASIC HANDGUN SHOOTING | 1 | MT | 6:00PM - 10:00PM | ARCH | RNG | 02/11/2019 - 02/12/2019 | \$106.00 \$124.00 | Jones, K | 16 HOURS |
| | | | S | 8:00AM - 5:00PM | ARCH | RNG | 02/16/2019 - 02/16/2019 | \$106.00 \$124.00 | Jones, K | |
| | | | | | | | 02/11/2019 - 02/16/2019 | \$106.00 \$124.00 | Howton, D | |
| SAFE 171 N2 | INTRO TO BASIC HANDGUN SHOOTING | 1 | MT | 6:00PM - 10:00PM | ARCH | RNG | 04/22/2019 - 04/23/2019 | \$106.00 \$124.00 | Jones, K | 16 HOURS |
| | | | S | 8:00AM - 5:00PM | ARCH | RNG | 04/27/2019 - 04/27/2019 | \$106.00 \$124.00 | Jones, K | |
| | | | | | | | 04/22/2019 - 04/27/2019 | \$106.00 \$124.00 | Howton, D | |

SERVICE LEARNING

| | | | | | | | | | |
|------------|------------------|---|--|-----|-----|-------------------------|------------------|----------|--|
| SERV 121 A | SERVICE LEARNING | 1 | | TBA | TBA | 01/07/2019 - 05/10/2019 | \$106.00 \$24.00 | Staff, S | |
|------------|------------------|---|--|-----|-----|-------------------------|------------------|----------|--|

SOCIOLOGY

| | | | | | | | | | | |
|------------|------------------------|---|----|-----------------|-----|-----|-------------------------|------------------|---------|---------------------------|
| SOC 121 8A | INTRODUCTORY SOCIOLOGY | 3 | TR | 1:00PM - 1:50PM | B | 106 | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Lees, M | |
| | | | | | ONL | HYB | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Lees, M | ONE HOUR ONLINE COMPONENT |
| SOC 121 O | INTRODUCTORY SOCIOLOGY | 3 | | | ONL | CRS | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Lees, M | |
| SOC 121 OM | INTRODUCTORY SOCIOLOGY | 3 | | | ONL | CRS | 02/04/2019 - 04/05/2019 | \$318.00 \$97.00 | Lees, M | |
| SOC 221 O | THE FAMILY IN SOCIETY | 3 | | | ONL | CRS | 01/07/2019 - 05/10/2019 | \$318.00 \$97.00 | Lees, M | |

SPANISH

| | | | | | | | | | | |
|--------------|-----------------------|---|----|------------------|-----|-----|-------------------------|-------------------|-------------------|---------------------------|
| SPAN 122 8AM | ELEMENTARY SPANISH II | 4 | MF | 12:30PM - 2:20PM | E | 204 | 01/07/2019 - 03/04/2019 | \$424.00 \$121.00 | Roehm-Scheffer, J | |
| | | | W | 1:30PM - 2:20PM | E | 204 | 01/07/2019 - 03/04/2019 | \$424.00 \$121.00 | Roehm-Scheffer, J | |
| | | | | | ONL | HYB | 01/07/2019 - 03/04/2019 | \$424.00 \$121.00 | Roehm-Scheffer, J | 4.5 HOUR ONLINE COMPONENT |
| SPAN 122 OM | ELEMENTARY SPANISH II | 4 | | | ONL | CRS | 01/07/2019 - 03/04/2019 | \$424.00 \$121.00 | Roehm-Scheffer, J | |

TAXIDERMY

| | | | | | | | | | | |
|------------|------------------|---|---|-----------------|---|-----|-------------------------|------------------|----------|--------|
| TXDY 112 E | GAME HEAD MOUNTS | 3 | T | 4:30PM - 6:20PM | G | 221 | 01/07/2019 - 05/10/2019 | \$318.00 \$72.00 | STAFF, S | THEORY |
| | | | T | 6:30PM - 8:20PM | G | 221 | 01/07/2019 - 05/10/2019 | \$318.00 \$72.00 | STAFF, S | LAB |

COMPLETE SCHEDULE OF CLASSES FOR SPRING SEMESTER 2019

Classes Begin January 7, 2019

| Subject | Section | Title | Credits | Days | Times | Location | Start/End Date | Tuition | Fees | Instructor | Pre-requisite/Special Information |
|----------------|---------|----------------------------|---------|------|-------------------|----------|-------------------------|----------|---------|------------|-----------------------------------|
| THEATER | | | | | | | | | | | |
| THTR 121 | 8A | INTRODUCTION TO THEATER | 3 | MW | 11:30AM - 12:20PM | F THTR | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Kimball, A | |
| | | | | | | ONL HYB | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Kimball, A | ONE HOUR ONLINE COMPONENT |
| THTR 121 | O | INTRODUCTION TO THEATER | 3 | | | ONL CRS | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Kimball, A | |
| THTR 122 | A | PRINCIPLES OF ACTING | 3 | TR | 11:30AM - 12:50PM | F THTR | 01/07/2019 - 05/10/2019 | \$318.00 | \$72.00 | Kimball, A | THTR 121 OR INSTRUCTOR CONSENT |
| THTR 126 | A | THEATER PRACTICUM | 1 | | | F THTR | 01/07/2019 - 05/10/2019 | \$106.00 | \$24.00 | Kimball, A | CONSENT |
| THTR 223 | A | STAGE THEORY & DESIGN | 3 | TR | 1:00PM - 2:20PM | F THTR | 01/07/2019 - 05/10/2019 | \$318.00 | \$92.00 | Kimball, A | THTR 123 OR CONSENT |
| THTR 243 | 8A | INTRODUCTION TO DRAMA | 3 | MW | 10:30AM - 11:20AM | F THTR | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Kimball, A | ENG 121 & 122 OR CONSENT |
| | | | | | | ONL HYB | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Kimball, A | ONE HOUR ONLINE COMPONENT |
| THTR 280 | A | SELECTED TOPICS IN THEATRE | 3 | | | F THTR | 01/07/2019 - 05/10/2019 | \$318.00 | \$72.00 | Kimball, A | |

VETERINARY ASSISTANT

| | | | | | | | | | | | |
|---------|---|--------------------------------|---|---|-------------------|---------|-------------------------|----------|----------|-------|-----|
| VET 110 | X | SMALL ANIMAL NURSING I | 3 | M | 3:00PM - 4:00PM | CI 123 | 01/14/2019 - 05/17/2019 | \$318.00 | \$272.00 | Staff | |
| | | | | T | 10:00PM - 12:00PM | CI 103 | 01/14/2019 - 05/17/2019 | \$318.00 | \$272.00 | Staff | LAB |
| | | | | T | 1:00PM - 03:00PM | CI 103 | 01/14/2019 - 05/17/2019 | \$318.00 | \$272.00 | Staff | LAB |
| VET 114 | X | ANIMAL GROOMING | 3 | T | 4:00PM - 8:00PM | CI 108 | 01/14/2019 - 05/17/2019 | \$318.00 | \$72.00 | Staff | |
| VET 115 | X | ANIMAL FACILITIES MANAGEMENT | 3 | M | 9:00AM - 12:00PM | CI 123 | 01/14/2019 - 05/17/2019 | \$318.00 | \$72.00 | Staff | |
| VET 118 | X | VETERINARY PRACTICE MANAGEMENT | 2 | M | 1:00PM - 3:00PM | CI 123 | 01/14/2019 - 05/17/2019 | \$212.00 | \$248.00 | Staff | |
| VET 231 | X | VET TECH INTERNSHIP I | 3 | | | TBA TBA | 01/14/2019 - 05/17/2019 | \$318.00 | \$272.00 | Staff | |

WELDING

| | | | | | | | | | | | |
|----------|---|-------------------------|---|-------|-------------------|-------|-------------------------|----------|----------|-----------|---------------------|
| WELD 111 | A | BASIC WELDING | 3 | MTWRF | 8:00AM - 9:50AM | W 101 | 01/07/2019 - 03/04/2019 | \$318.00 | \$142.00 | Thomas, M | |
| WELD 111 | B | BASIC WELDING | 3 | MTWRF | 10:00AM - 11:50AM | W 101 | 01/07/2019 - 03/04/2019 | \$318.00 | \$142.00 | Thomas, M | |
| WELD 111 | C | BASIC WELDING | 3 | MTWRF | 8:00AM - 9:50AM | W 101 | 03/05/2019 - 05/10/2019 | \$318.00 | \$142.00 | Thomas, M | |
| WELD 111 | D | BASIC WELDING | 3 | MTWRF | 10:00AM - 11:50AM | W 101 | 03/05/2019 - 05/10/2019 | \$318.00 | \$142.00 | Thomas, M | |
| WELD 111 | F | BASIC WELDING | 3 | MTWRF | 1:00PM - 2:50PM | W 101 | 01/07/2019 - 03/04/2019 | \$318.00 | \$142.00 | Thomas, M | |
| WELD 131 | A | ARC WELDING I | 3 | MTWRF | 8:00AM - 9:50AM | W 101 | 01/07/2019 - 03/04/2019 | \$318.00 | \$142.00 | Thomas, M | |
| WELD 131 | B | ARC WELDING I | 3 | MTWRF | 10:00AM - 11:50AM | W 101 | 01/07/2019 - 03/04/2019 | \$318.00 | \$142.00 | Thomas, M | |
| WELD 131 | C | ARC WELDING I | 3 | MTWRF | 8:00AM - 9:50AM | W 101 | 03/05/2019 - 05/10/2019 | \$318.00 | \$142.00 | Thomas, M | |
| WELD 131 | D | ARC WELDING I | 3 | MTWRF | 10:00AM - 11:50AM | W 101 | 03/05/2019 - 05/10/2019 | \$318.00 | \$142.00 | Thomas, M | |
| WELD 131 | F | ARC WELDING I | 3 | MTWRF | 1:00PM - 2:50PM | W 101 | 01/07/2019 - 03/04/2019 | \$318.00 | \$142.00 | Thomas, M | |
| WELD 131 | G | ARC WELDING I | 3 | MTWRF | 1:00PM - 2:50PM | W 101 | 03/05/2019 - 05/10/2019 | \$318.00 | \$142.00 | Thomas, M | |
| WELD 132 | A | GAS WELDING AND CUTTING | 3 | MTWRF | 8:00AM - 9:50AM | W 101 | 01/07/2019 - 03/04/2019 | \$318.00 | \$142.00 | Thomas, M | |
| WELD 132 | B | GAS WELDING AND CUTTING | 3 | MTWRF | 10:00AM - 11:50AM | W 101 | 01/07/2019 - 03/04/2019 | \$318.00 | \$142.00 | Thomas, M | |
| WELD 132 | C | GAS WELDING AND CUTTING | 3 | MTWRF | 8:00AM - 9:50AM | W 101 | 03/05/2019 - 05/10/2019 | \$318.00 | \$142.00 | Thomas, M | |
| WELD 132 | D | GAS WELDING AND CUTTING | 3 | MTWRF | 10:00AM - 11:50AM | W 101 | 03/05/2019 - 05/10/2019 | \$318.00 | \$142.00 | Thomas, M | |
| WELD 132 | F | GAS WELDING AND CUTTING | 3 | MTWRF | 1:00PM - 2:50PM | W 101 | 01/07/2019 - 03/04/2019 | \$318.00 | \$142.00 | Thomas, M | |
| WELD 132 | G | GAS WELDING AND CUTTING | 3 | MTWRF | 1:00PM - 2:50PM | W 101 | 03/05/2019 - 05/10/2019 | \$318.00 | \$142.00 | Thomas, M | |
| WELD 133 | A | LOW HYDROGEN I | 3 | MTWRF | 8:00AM - 9:50AM | W 101 | 01/07/2019 - 03/04/2019 | \$318.00 | \$142.00 | Thomas, M | WELD 131 OR CONSENT |
| WELD 133 | B | LOW HYDROGEN I | 3 | MTWRF | 10:00AM - 11:50AM | W 101 | 01/07/2019 - 03/04/2019 | \$318.00 | \$142.00 | Thomas, M | WELD 131 OR CONSENT |
| WELD 133 | C | LOW HYDROGEN I | 3 | MTWRF | 8:00AM - 9:50AM | W 101 | 03/05/2019 - 05/10/2019 | \$318.00 | \$142.00 | Thomas, M | WELD 131 OR CONSENT |
| WELD 133 | D | LOW HYDROGEN I | 3 | MTWRF | 10:00AM - 11:50AM | W 101 | 03/05/2019 - 05/10/2019 | \$318.00 | \$142.00 | Thomas, M | WELD 131 OR CONSENT |
| WELD 133 | F | LOW HYDROGEN I | 3 | MTWRF | 1:00PM - 2:50PM | W 101 | 01/07/2019 - 03/04/2019 | \$318.00 | \$142.00 | Thomas, M | WELD 131 OR CONSENT |
| WELD 133 | G | LOW HYDROGEN I | 3 | MTWRF | 1:00PM - 2:50PM | W 101 | 03/05/2019 - 05/10/2019 | \$318.00 | \$142.00 | Thomas, M | WELD 131 OR CONSENT |
| WELD 134 | A | LOW HYDROGEN II | 3 | MTWRF | 8:00AM - 9:50AM | W 101 | 01/07/2019 - 03/04/2019 | \$318.00 | \$142.00 | Thomas, M | WELD 131 OR CONSENT |
| WELD 134 | B | LOW HYDROGEN II | 3 | MTWRF | 10:00AM - 11:50AM | W 101 | 01/07/2019 - 03/04/2019 | \$318.00 | \$142.00 | Thomas, M | WELD 131 OR CONSENT |
| WELD 134 | C | LOW HYDROGEN II | 3 | MTWRF | 8:00AM - 9:50AM | W 101 | 03/05/2019 - 05/10/2019 | \$318.00 | \$142.00 | Thomas, M | WELD 131 OR CONSENT |
| WELD 134 | D | LOW HYDROGEN II | 3 | MTWRF | 10:00AM - 11:50AM | W 101 | 03/05/2019 - 05/10/2019 | \$318.00 | \$142.00 | Thomas, M | WELD 131 OR CONSENT |

| | | | | | | | | | | |
|------------|--------------------------------|---|-------|-------------------|---|-----|-------------------------|-------------------|-----------|-------------------------------|
| WELD 134 F | LOW HYDROGEN II | 3 | MTWRF | 1:00PM - 2:50PM | W | 101 | 01/07/2019 - 03/04/2019 | \$318.00 \$142.00 | Thomas, M | WELD 131 OR CONSENT |
| WELD 134 G | LOW HYDROGEN II | 3 | MTWRF | 1:00PM - 2:50PM | W | 101 | 03/05/2019 - 05/10/2019 | \$318.00 \$142.00 | Thomas, M | WELD 131 OR CONSENT |
| WELD 135 A | ADVANCED GAS WELDING | 3 | MTWRF | 8:00AM - 9:50AM | W | 101 | 01/07/2019 - 03/04/2019 | \$318.00 \$142.00 | Thomas, M | WELD 132 OR CONSENT |
| WELD 135 B | ADVANCED GAS WELDING | 3 | MTWRF | 10:00AM - 11:50AM | W | 101 | 01/07/2019 - 03/04/2019 | \$318.00 \$142.00 | Thomas, M | WELD 132 OR CONSENT |
| WELD 135 C | ADVANCED GAS WELDING | 3 | MTWRF | 8:00AM - 9:50AM | W | 101 | 03/05/2019 - 05/10/2019 | \$318.00 \$142.00 | Thomas, M | WELD 132 OR CONSENT |
| WELD 135 D | ADVANCED GAS WELDING | 3 | MTWRF | 10:00AM - 11:50AM | W | 101 | 03/05/2019 - 05/10/2019 | \$318.00 \$142.00 | Thomas, M | WELD 132 OR CONSENT |
| WELD 135 F | ADVANCED GAS WELDING | 3 | MTWRF | 1:00PM - 2:50PM | W | 101 | 01/07/2019 - 03/04/2019 | \$318.00 \$142.00 | Thomas, M | WELD 132 OR CONSENT |
| WELD 135 G | ADVANCED GAS WELDING | 3 | MTWRF | 1:00PM - 2:50PM | W | 101 | 03/05/2019 - 05/10/2019 | \$318.00 \$142.00 | Thomas, M | WELD 132 OR CONSENT |
| WELD 137 A | PIPE WELDING | 3 | MTWRF | 8:00AM - 9:50AM | W | 101 | 01/07/2019 - 03/04/2019 | \$318.00 \$142.00 | Thomas, M | WELD 131&133&151 OR CONSENT |
| WELD 137 B | PIPE WELDING | 3 | MTWRF | 10:00AM - 11:50AM | W | 101 | 01/07/2019 - 03/04/2019 | \$318.00 \$142.00 | Thomas, M | WELD 131&133 & 151 OR CONSENT |
| WELD 137 C | PIPE WELDING | 3 | MTWRF | 8:00AM - 9:50AM | W | 101 | 03/05/2019 - 05/10/2019 | \$318.00 \$142.00 | Thomas, M | WELD 131&133 & 151 OR CONSENT |
| WELD 137 D | PIPE WELDING | 3 | MTWRF | 10:00AM - 11:50AM | W | 101 | 03/05/2019 - 05/10/2019 | \$318.00 \$142.00 | Thomas, M | WELD 131&133 & 151 OR CONSENT |
| WELD 137 F | PIPE WELDING | 3 | MTWRF | 1:00PM - 2:50PM | W | 101 | 01/07/2019 - 03/04/2019 | \$318.00 \$142.00 | Thomas, M | WELD 131, 133, 151 OR CONSENT |
| WELD 137 G | PIPE WELDING | 3 | MTWRF | 1:00PM - 2:50PM | W | 101 | 03/05/2019 - 05/10/2019 | \$318.00 \$142.00 | Thomas, M | WELD 131, 133, 151 OR CONSENT |
| WELD 138 A | INDUSTRIAL WELDING | 6 | MTWRF | 8:00AM - 9:50AM | W | 101 | 01/07/2019 - 05/10/2019 | \$636.00 \$214.00 | Thomas, M | WELD131-134 |
| WELD 138 B | INDUSTRIAL WELDING | 6 | MTWRF | 10:00AM - 11:50AM | W | 101 | 01/07/2019 - 05/10/2019 | \$636.00 \$214.00 | Thomas, M | WELD 131-134 |
| WELD 138 F | INDUSTRIAL WELDING | 6 | MTWRF | 1:00PM - 2:50PM | W | 101 | 01/07/2019 - 05/10/2019 | \$636.00 \$214.00 | Thomas, M | WELD 131 - 134 |
| WELD 139 A | TIG WELDING | 3 | MTWRF | 8:00AM - 9:50AM | W | 101 | 01/07/2019 - 03/04/2019 | \$318.00 \$142.00 | Thomas, M | WELD 132 OR CONSENT |
| WELD 139 B | TIG WELDING | 3 | MTWRF | 10:00AM - 11:50AM | W | 101 | 01/07/2019 - 03/04/2019 | \$318.00 \$142.00 | Thomas, M | WELD 132 OR CONSENT |
| WELD 139 C | TIG WELDING | 3 | MTWRF | 8:00AM - 9:50AM | W | 101 | 03/05/2019 - 05/10/2019 | \$318.00 \$142.00 | Thomas, M | WELD 132 OR CONSENT |
| WELD 139 D | TIG WELDING | 3 | MTWRF | 10:00AM - 11:50AM | W | 101 | 03/05/2019 - 05/10/2019 | \$318.00 \$142.00 | Thomas, M | WELD 132 OR CONSENT |
| WELD 139 F | TIG WELDING | 3 | MTWRF | 1:00PM - 2:50PM | W | 101 | 01/07/2019 - 03/04/2019 | \$318.00 \$142.00 | Thomas, M | WELD 132 OR CONSENT |
| WELD 139 G | TIG WELDING | 3 | MTWRF | 1:00PM - 2:50PM | W | 101 | 03/05/2019 - 05/10/2019 | \$318.00 \$142.00 | Thomas, M | WELD 132 OR CONSENT |
| WELD 151 A | MIG WELDING | 3 | MTWRF | 8:00AM - 9:50AM | W | 101 | 01/07/2019 - 03/04/2019 | \$318.00 \$142.00 | Thomas, M | WELD 133 OR CONSENT |
| WELD 151 B | MIG WELDING | 3 | MTWRF | 10:00AM - 11:50AM | W | 101 | 01/07/2019 - 03/04/2019 | \$318.00 \$142.00 | Thomas, M | WELD 133 OR CONSENT |
| WELD 151 C | MIG WELDING | 3 | MTWRF | 8:00AM - 9:50AM | W | 101 | 03/05/2019 - 05/10/2019 | \$318.00 \$142.00 | Thomas, M | WELD 133 OR CONSENT |
| WELD 151 D | MIG WELDING | 3 | MTWRF | 10:00AM - 11:50AM | W | 101 | 03/05/2019 - 05/10/2019 | \$318.00 \$142.00 | Thomas, M | WELD 133 OR CONSENT |
| WELD 151 F | MIG WELDING | 3 | MTWRF | 1:00PM - 2:50PM | W | 101 | 01/07/2019 - 03/04/2019 | \$318.00 \$142.00 | Thomas, M | WELD 133 OR CONSENT |
| WELD 151 G | MIG WELDING | 3 | MTWRF | 1:00PM - 2:50PM | W | 101 | 03/05/2019 - 05/10/2019 | \$318.00 \$142.00 | Thomas, M | WELD 133 OR CONSENT |
| WELD 192 A | EXTENDED WELDING CERTIFICATION | 3 | MTWRF | 8:00AM - 9:50AM | W | 101 | 01/07/2019 - 03/04/2019 | \$318.00 \$182.00 | Thomas, M | INSTRUCTOR CONSENT |
| WELD 192 B | EXTENDED WELDING CERTIFICATION | 3 | MTWRF | 10:00AM - 11:50AM | W | 101 | 01/07/2019 - 03/04/2019 | \$318.00 \$182.00 | Thomas, M | INSTRUCTOR CONSENT |
| WELD 192 C | EXTENDED WELDING CERTIFICATION | 3 | MTWRF | 8:00AM - 9:50AM | W | 101 | 03/05/2019 - 05/10/2019 | \$318.00 \$182.00 | Thomas, M | INSTRUCTOR CONSENT |
| WELD 192 D | EXTENDED WELDING CERTIFICATION | 3 | MTWRF | 10:00AM - 11:50AM | W | 101 | 03/05/2019 - 05/10/2019 | \$318.00 \$182.00 | Thomas, M | INSTRUCTOR CONSENT |
| WELD 192 F | EXTENDED WELDING CERTIFICATION | 3 | MTWRF | 1:00PM - 2:50PM | W | 101 | 01/07/2019 - 03/04/2019 | \$318.00 \$182.00 | Thomas, M | INSTRUCTOR CONSENT |
| WELD 192 G | EXTENDED WELDING CERTIFICATION | 3 | MTWRF | 1:00PM - 2:50PM | W | 101 | 03/05/2019 - 05/10/2019 | \$318.00 \$182.00 | Thomas, M | INSTRUCTOR CONSENT |

OFF-CAMPUS CLASSES FOR SPRING SEMESTER 2018

| Subject | Section | Title | Credits | Days | Times | Location | Start/End Date | Tuition | Fees | Instructor | Pre-requisite/Special Information |
|---------|---------|-------|---------|------|-------|----------|----------------|---------|------|------------|-----------------------------------|
|---------|---------|-------|---------|------|-------|----------|----------------|---------|------|------------|-----------------------------------|

SALINE COUNTY

| | | | | | | | | | | | |
|-----------|--|--------------------------|-----|---|------------------|----------|-------------------------|----------|---------|--------------|--|
| ART 280 S | | SPECIAL TOPICS IN ART | 1.5 | W | 8:30AM - 12:10PM | VHB ROOM | 01/16/2019 - 05/08/2019 | \$159.00 | \$36.00 | Morecraft, E | |
| ART 281 S | | SPECIAL TOPICS IN ART II | 1.5 | W | 8:30AM - 12:10PM | VHB ROOM | 01/16/2019 - 05/08/2019 | \$159.00 | \$36.00 | Morecraft, E | |

WHITE COUNTY

| | | | | | | | | | | | |
|--------------|--|--------------------------------|-----|----|-------------------|----------|-------------------------|----------|----------|--------------|-----------------------|
| CNA 131 X | | CERTIFIED NURSE ASSISTING | 7 | | | CI 124 | 01/07/2019 - 05/10/2019 | \$742.00 | \$197.00 | Staff, S | MANDATORY ORIENTATION |
| CNA 131 X | | CERTIFIED NURSE ASSISTING | 7 | | | CI 124 | 01/07/2019 - 05/10/2019 | \$742.00 | \$197.00 | Staff, S | |
| GOVT 121 8XD | | AMERICAN GOVERNMENT | 3 | TR | 10:30AM - 11:20AM | CI 123 | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Lees, M | |
| HIST 141 XD | | HISTORY OF LATIN AMERICA | 3 | W | 2:00PM - 4:50PM | CI 123 | 01/07/2019 - 05/10/2019 | \$318.00 | \$97.00 | Schweizer, D | |
| MT 112 X | | MASSAGE ETH/LAW | 2 | T | 11:30AM - 1:30PM | CI 124 | 01/07/2019-05/10/2019 | \$212.00 | \$48.00 | Staff | |
| MT 113 X | | ANCILLARY MODAL | 3 | T | 08:00AM - 10:50PM | CI 124 | 01/07/2019-05/10/2019 | \$318.00 | \$72.00 | Staff | |
| MT 114 X | | MASSAGE TECH I | 4 | T | 1:30PM - 3:20PM | CI 124 | 01/07/2019-05/10/2019 | \$424.00 | \$96.00 | Staff | |
| | | | | R | 09:00AM - 12:00PM | CI 124 | 01/07/2019-05/10/2019 | \$424.00 | \$96.00 | Staff | |
| MT 212 X | | MASSAGE TECH II | 4 | R | 08:00AM - 08:50AM | CI 124 | 01/07/2019-05/10/2019 | \$424.00 | \$96.00 | Staff | |
| | | | | R | 12:30PM - 6:30PM | CI 124 | 01/07/2019-05/10/2019 | \$424.00 | \$96.00 | Staff | |
| PE 189 X | | FITNESS THROUGH WALKING II | 0.5 | MW | 5:00AM - 5:50AM | CIHS CLS | 01/07/2019 - 05/10/2019 | \$53.00 | \$12.00 | King, R | |
| PE 189 X2 | | FITNESS THROUGH WALKING II | 0.5 | MW | 6:00AM - 6:50AM | CIHS CLS | 01/07/2019 - 05/10/2019 | \$53.00 | \$12.00 | Gholson, T | |
| VET 110 X | | SMALL ANIMAL NURSING I | 3 | M | 3:00PM - 4:00PM | CI 123 | 01/14/2019 - 05/17/2019 | \$318.00 | \$272.00 | Staff | LAB |
| | | | | T | 10:00PM - 12:00PM | CI 103 | 01/14/2019 - 05/17/2019 | \$318.00 | \$272.00 | Staff | LAB |
| | | | | T | 1:00PM - 03:00PM | CI 103 | 01/14/2019 - 05/17/2019 | \$318.00 | \$272.00 | Staff | |
| VET 114 X | | ANIMAL GROOMING | 3 | T | 4:00PM - 8:00PM | CI 108 | 01/14/2019 - 05/17/2019 | \$318.00 | \$72.00 | Staff | |
| VET 115 X | | ANIMAL FACILITIES MANAGEMENT | 3 | M | 9:00AM - 12:00PM | CI 123 | 01/14/2019 - 05/17/2019 | \$318.00 | \$72.00 | Staff | |
| VET 118 X | | VETERINARY PRACTICE MANAGEMENT | 2 | M | 1:00PM - 3:00PM | CI 123 | 01/14/2019 - 05/17/2019 | \$212.00 | \$248.00 | Staff | |
| VET 231 X | | VET TECH INTERNSHIP I | 3 | | | TBA TBA | 01/14/2019 - 05/17/2019 | \$318.00 | \$272.00 | Staff | |

LOCATION CODES FOR OFF CAMPUS CLASSES

CI - CARM WHITE COUNTY CENTER, 1700 COLLEGE AVENUE, CARM, ILLINOIS; CIHS - CARM WHITE COUNTY HIGH SCHOOL, CARM, ILLINOIS, VHB - VILLAS OF HOLLYBROOK

LEARNING CENTER (A) Lower Level

Melba Patton Library A112
Media Center A124
Testing Center A153
Dana Keating Student Success Center A145
Student Support Services A145
Faculty/Staff Copy Room A156
Environmental Services
Campus Security A152
Classrooms A110, A113, A114, A116, A117, A133, A135, A145D, A160

LEARNING CENTER (A) Upper Level

Classrooms A202, A204, A210, A211, A212, A213, A221, A222, A226, A229, A230, A231, Faculty Office

HARRY L. CRISP CONFERENCE CENTER (B) Lower Level

Academic Services B 108, B 110
B Building Conference Room (B114)
Bookstore
Mail Room
Student Center
Cafeteria
Private Dining Room
Classrooms B104, B105, B106,
Lecture Halls B126W, B126E
Cosmetology Lab
Nail Technology
Faculty Office

CONFERENCE CENTER (B) Upper Level

Classrooms B202, B203, B204, B223, B224, Faculty Office

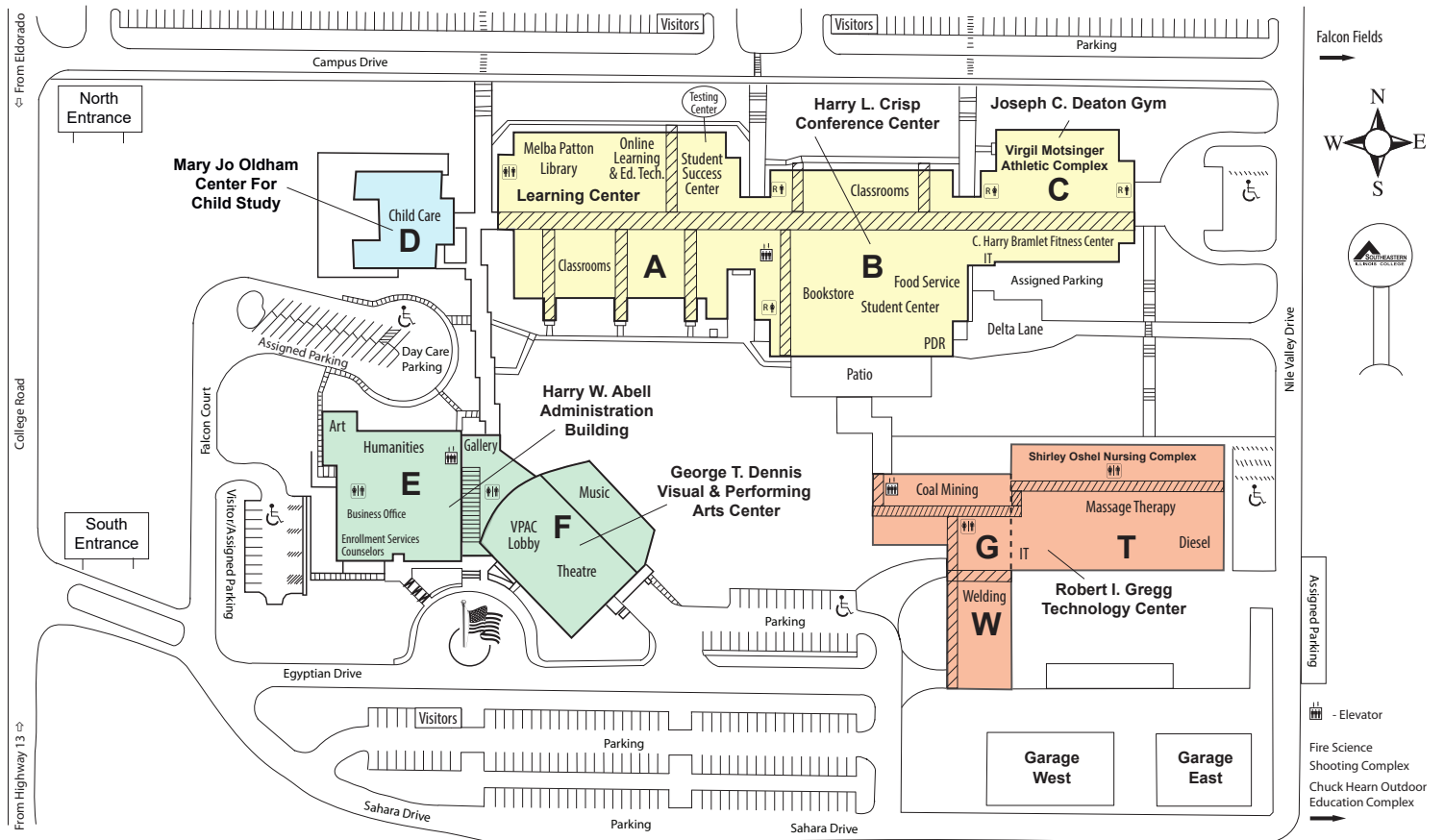
SPORTS COMPLEX (C) Upper Level

Academic Affairs
Information Technology Office
Athletic Office
Coaches Office
C. Harry Bramlet Fitness Center
C Building Conference Room

SPORTS COMPLEX (C) Lower Level

Men's Basketball Coach Office
Deaton Gymnasium
Athletic Hall of Fame

MARY JO OLDHAM CENTER FOR CHILD STUDY (D)



HARRY W. ABELL ADMINISTRATION BUILDING (E) Upper Level

Ben Cullers Presidential Suite
Business Office
Human Resources Office
Art Studio
Marketing/Public Info
Gary Allen Forensics Center
Classrooms E203 - E204
Foundation Office

HARRY ABELL ADMINISTRATION BUILDING (E) Lower Level

ADA Office
Financial Aid
Career Center
Academic Advisement
Admissions/Records
Enrollment Services
Student Affairs Office

GEORGE T. DENNIS VISUAL & PERFORMING ARTS CENTER (F)

Box Office
Music Classrooms
Theater
Art Gallery

ROBERT I. GREGG TECHNOLOGY CENTER T Building

Allied Health Office
Nursing
Diesel Technology
Faculty Office
Massive Therapy
Classrooms

G Building

Faculty Office
Information Technology
Truck Driving
Workforce & Community Education

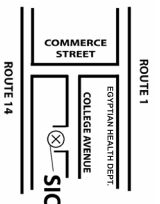
W Building

PowerSports
Welding Technology

CARMI/WHITE COUNTY CENTER DAVID L. STANLEY CENTER

1700 College Avenue, Carmi, IL 62821
SIC's extension center at Carmi offers baccalaureate, vocational, general studies, community education, and adult basic education/ Illinois High School Equivalency Diploma classes. Placement testing services are also available. The Carmi campus phone number is 618-382-8869.

Workforce & Illinois Small Business Development Center (WISBDC) is located in G125 of the Robert I. Gregg Technology Center.



DEGREES OFFERED AT SOUTHEASTERN

A.A. Associate in Arts A.S. Associate in Science
A.E.S. Associate in Engineering Science
A.L.S. Associate in Liberal Studies
A.F.A. Associate in Fine Arts

COLLEGE TRANSFER PROGRAMS AT SOUTHEASTERN

Two years of general studies coursework (A.A. or A.S. degree at SIC) to transfer to a four-year college or university for a Bachelor's Degree.

| | |
|--|---|
| Accounting | Mathematics |
| Agriculture | Mortuary Science & Funeral Service |
| Agriculture Business | Multimedia |
| Agriculture Education | Music |
| Animal Science (1 Year) | Paralegal Assistant |
| Architecture (1 Year) | Physical Education |
| Art | Physical Therapist Assistant |
| Athletic Training | Physician Assistant |
| Biology | Physics |
| Biotechnology | Political Science |
| Business Administration | Pre-Bachelor of Science Nursing |
| Chemistry | Pre-Chiropractic |
| Clinical Laboratory Science | Pre-Dental |
| Communication Disorders & Sciences | Pre-Engineering |
| Communication/Speech | Pre-Law |
| Computer Science | Pre-Medicine |
| Criminology & Criminal Justice | Pre-Occupational Therapy |
| Dental Hygiene | Pre-Optometry |
| Dietetics, Food & Nutrition | Pre-Pharmacy |
| Early Childhood Education | Pre-Physical Therapy |
| Economics | Pre-Veterinary Science |
| Elementary Education | Psychology |
| Engineering Technology | Radiological Sciences |
| English | Religious Studies |
| Fashion Design & Merchandising | Respiratory Therapy |
| Finance | Secondary Education |
| Forestry | Social Work |
| Health Care Management | Sociology |
| History | Special Education |
| Hotel, Restaurant & Travel Management | Sports and Fitness |
| Interior Design (1 Year) | Theater Arts |
| Management | |
| Marketing | |

Career & Technical Education Programs and Courses

BUSINESS

Accounting Certificate (1 year)
 Administrative Assistant (AAS)
 Business Management Certificate (1 year)
 Business Management (AAS)
 Word Processing (1 year)

EARLY CHILDHOOD EDUCATION

Early Childhood Education (AAS)
 Early Childhood Education Level 2 Certificate
 Early Childhood Education Level 3 Certificate
 Infant Toddler Level 2 Certificate
 Infant Toddler Level 3 Certificate
 Illinois Day Care Director Credential

CAREER & TECHNICAL EDUCATION

Agriculture Maintenance (1 semester)
 Basic Operations Firefighter (3 courses)
 Basic Vehicle Repair Technician Certificate
 Diesel Technology Medium/Heavy Duty Truck Certificate (3 semesters)
 Diesel Technology/Medium/Heavy Duty Truck (AAS)
 Diesel Technology/ Heavy Equip. (AAS)
 Outdoor Recreation Certificate (1 year)
 Outdoor Recreation Management (AAS)
 Personal Trainer/Fitness Instructor (1 year)
 Personal Trainer (1 course)
 Powerports Technology (1 year)
 Public Safety Management (AAS)
 Taxidermy (1 semester)
 Truck Driving (8 weeks)
 Welding Technology Certificate (1 year)
 Welding Technology (AAS)
 Welding Technology Level II Certificate (1 year)

NURSING/ALLIED HEALTH

Associate Degree Nursing** RN
 Certified Nursing Assisting/CNA
 Massage Therapy (1 year)
 Practical Nursing** PN (1 year)
 Practical Nursing Part Time**
 Pharmacy Technician (1 semester)
 Phlebotomy (1 semester)
 Veterinary Assistant (1 semester)

SPECIALIZED PROGRAMS

Biofuels and Biodiesel Production - Online (1 and two year programs)
 Biofuels Production & Sustainability (AAS)
 CPR and First Aid
 Fire and Mine Rescue Safety
 Food Service and Sanitation

COOPERATIVE PROGRAMS

Coal Mine Technology Certificate
 Coal Mining Maintenance I Certificate
 Coal Mining Technology (AAS)

TECHNICAL RESOURCE MANAGEMENT

With credit for appropriate work experience

COMPUTER

Information Technology Certificate (1 year)
 Information Technology (AAS)
 Information Technology-Programming (AAS)
 Information Technology-Security (AAS)

COSMETOLOGY

Cosmetology (1 Year)
 Cosmetology Teacher (2 courses)

CRIMINAL JUSTICE

Criminal Justice (AAS)
 Corrections Certificate (1 year)
 Law Enforcement (1 year)

**These programs require a specific admission and application process. The application/testing deadline is March 29.

AAS = Associate in Applied Science Degree that is generally two years in length,



3575 College Road • Harrisburg, Illinois 62946

Telephone: 618-252-5400

**Southeastern Illinois College
2018-2019 Accreditation Review Evidence Document**

Document Title: Mini Semester Courses Flyer

Office of Origin: Office of Academic Affairs

Document Summary: A copy of the mini semester course flyer for Spring 2019.

SIC's Spring 2019 Mini Semester Schedule



www.sic.edu/minisemester

Beginning February 4

ECON 121 Introduction to Macroeconomics
SOC 121 Introductory Sociology

Beginning March 5

BIOL 261 Human Anatomy & Physiology I
COM 121 Principles of Speaking
COM 144 Interpersonal Communication
ENG 121 Rhetoric & Composition I
ENG 122 Rhetoric & Composition II
MUS 121 Music Appreciation

*Classes are online except for BIOL 261
which has on-campus labs.*

Illinois Concealed Carry & CPR courses
are offered during the semester.
Call 252-5400, ext. 2301.

Second 8-week Welding classes
begin March 5, 2019. Call 252-5400, ext. 2301.

It's not too Late!

**Classes start
February 4**

Sign Up Today!

**For Information:
Call 252-5400
ext. 2443**



Southeastern Illinois College
2018-2019 Accreditation Review Evidence Document

Document Title: Board Policy #7002 – Communication with the Public

Office of Origin: Board of Trustees/President's Office

Document Summary:

Board policy addressing communication guidelines with the public with regard to printed materials, college board meetings, college meetings, including responsibilities of college personnel and cooperation with the media

Printed Materials

The College shall publish a catalog as often as may be deemed necessary which shall contain pertinent information concerning policies and regulations relating to admission, fees, student activities and services, a listing and description of programs and courses, and other appropriate information.

The College shall publish brochures descriptive of the various programs and curricula of the college and shall publish other materials from time to time as may be deemed necessary for the information of the public.

College Board Meetings

College Board meetings shall be open to the public and to the various news media. A report on all action taken shall be made to the news media serving the area.

College Meetings

Meetings of the lay and professional advisory committee and special subject area committees shall be open to the public. A report of significant action or activity of any such groups shall be given to the news media.

Responsibilities of College Personnel

The course of study, the services, information about the staff and other facets of the College are essentially public in character. The College receives money, cooperation, interest, and attention from the public. It would seem logical, therefore, to conclude that the institution has a duty to give an account of itself periodically and that any such account should include information about the staff. The public is interested in staff qualifications, interest and activities. Matters of public relations concerning the staff are channeled through the Director of Public Information.

Cooperation with the News Media

The course of study, the services, information about the staff and other facets of the College are essentially public in character. The College receives money, cooperation, interest, and attention from the public. It would seem logical, therefore, to conclude that the institution has a duty to give an account of itself periodically and that any such account should include information about the staff. The public is interested in staff qualifications, interests and activities. Matters of public relations concerning the staff are channeled through the Director of Public Information.

Cooperation with the News Media

It is the policy of the College to cooperate fully with all news media surrounding the area.

Adopted:
Amended:
Legal Ref:



3575 College Road • Harrisburg, Illinois 62946

Telephone: 618-252-5400

**Southeastern Illinois College
2018-2019 Accreditation Review Evidence Document**

Document Title: Board Policy 4023

Office of Origin: Board of Trustees

Document Summary: Board Policy 4023 – Social Media Policy

A. Purpose

- Thousands of current and future students, faculty, staff, alumni, and donors are utilizing mediums such as Facebook, Twitter, LinkedIn, YouTube, and many others to stay connected. Southeastern Illinois College (SIC) believes that having a presence in social media will allow the College to better broadcast information and interact with the public. In order to effectively operate within these mediums and increase opportunities for educational growth, Southeastern Illinois College has developed this Social Media Policy.
- While the College recognizes the benefits and strengths of social media, it recognizes that the use of social media at or concerning the College is governed by the same laws, policies and rules of conduct that apply to all other activities at or concerning the College.

B. Scope

- Definition: Social media is defined, for purpose of this policy, as tools and platforms that enable individuals to communicate, participate, share and network through websites and online media, such as Facebook, Twitter, LinkedIn, YouTube, etc..
- The guidelines set forth in the College's Social Media Policy are broad in nature and designed to accommodate any differences in online venues while maintaining a universal code of conduct. This policy focuses on the safe use of social media to support learning and other activities consistent with the college mission.
- This Policy applies to all use of social media by College students, faculty and staff to represent or discuss matters concerning the College and/or members of the College community, whether or not such use involves the College's network or other computer resources. Personal use of social media on personal time is not governed by this Policy. However, individuals must take care not to engage in conduct that violates college policy or state and federal laws.
- Participation in a College course shall not depend only on social media sites such as Facebook. Alternatives shall be made available to any student who does not have access to social media or chooses not to use it. Course content posted to a social media site must also be provided to students by other means such as email and/or posted inside the course itself.

C. Authorization of Social Media Sites

- Any person or organization who seeks authorization for a new site will be expected to articulate an appropriate purpose of the site and a reasonable plan for managing its content. Authorization must be obtained in advance by the appropriate Department Chair, Dean, or Supervisor. Sites include:
 1. Institution sites that represent Southeastern Illinois College as a whole must be authorized in advance by the President or his/her designees.
 2. Program and department sites must be authorized in advance by the Department Chair or Dean.

3. Sites administered by members of the faculty in connection with specific courses or programs must be authorized by the faculty member and approved by the Department Chair or Dean.
4. Sites sponsored by recognized student organizations in connection with specific activities must be authorized by the Dean or his or her designee.

D. Site Administrators

- Each authorized College social media site must have a designated administrator. The College's Marketing Coordinator and IT shall be notified of all administrators for the site by the appropriate site administrator/creator.

E. Expectations for Appropriate Use of Social Media

- Use good judgment about social media content, respect privacy laws and exercise discretion in posting content that could reflect negatively on users or the College. Online posts should be treated as permanent and not recallable.
- Users shall not post any content onto social media which discloses confidential or proprietary information of the College.
- Representation of your personal opinions as being endorsed by the College or any of its organizations is strictly prohibited. You may not use the College name to promote anything that is inconsistent with the approved activity or the College Mission.
- Only whole-group posts and messages should be sent to students through Social Media Sites. Messages to individual students must be sent from a college email account to the student's email account through the regular college email services or through the course management site.
- By posting content to any social media site, you agree that you own or otherwise control all for the rights to that content, that your use of the content is protected fair use, that you will not knowingly provide misleading or false information, and that you hold the College harmless for any claims resulting from the content.
- The College has the right to remove any content for any reason, including but not limited to, content that it deems threatening, demeaning, malicious, obscene, a violation of intellectual property rights or privacy laws, harassing in nature, or otherwise injurious or illegal.
- When using or posting online material that includes direct or paraphrased quotes, thoughts, ideas, photos, or videos, always include citations. Provide a link to the original material if applicable.
- Users shall not post content on social media sites which violates any law of the United States, State of Illinois, including but not limited to HIPAA and FERPA.

F. Additional Considerations

- Violations, complaints, or questions regarding this Policy should be directed to the appropriate supervisor or dean.
- Violators of this Policy may be subject to disciplinary action, up to and including dismissal from the College or termination of employment.
- Every College social media site shall include the following disclaimer:

“Content posted to this site represents the views of the individuals who post it and unless stated otherwise, neither represents the views of nor are endorsed by Southeastern Illinois College.

Adopted: July 9, 2013
Amended:
Legal Ref:



3575 College Road • Harrisburg, Illinois 62946

Telephone: 618-252-5400

**Southeastern Illinois College
2018-2019 Accreditation Review Evidence Document**

Document Title: Board Policy 6018

Office of Origin: Board of Trustees

Document Summary: Board Policy 6018 – College Logo and Seal Usage Policy

This policy is to clarify the permissible uses and restrictions on the uses of Southeastern Illinois College name, seal, and logo. This policy applies to all media including, but not limited to, print, radio, television, video, motion pictures, and all forms of electronic media (e.g. Intranet web-sites and electronic mail).

Definitions

- A. College's name: "Southeastern Illinois College" and the abbreviation, "SIC."
- B. College seal: Official corporate seal of Southeastern Illinois College, which reads "Southeastern Illinois College 1960" with a sphinx and torch located in the center.



- C. Trademark:

- 1. Official Logo:



Board Approved: October 25, 2001

- 2. Informal/Sports Logo:



Approved early 1970s

Board amended: October 2001

- 3. Falcon Logo:



4. Sustainability Logo:

The following sustainability logo was developed for marketing sustainability initiative.
Approved August 16, 2011.



5. Mascots:

The following mascot images were presented to use for various functions with variations for use. Approved August 16, 2011.



D. SIC Blue: Pantone Uncoded #654 CVU, 100% cyan, 69%magenta, 0%yellow, 30% black

E. SIC Gold: Pantone Uncoded #116 CVU, 0% cyan, 94%yellow, 15% magenta, 0% black

6. Student Government Logo



Board approved September 20, 2016

Statement of College Policy

The use of the official corporate seal is reserved for diplomas and other corporate materials as authorized by the college President. Because the use of the seal and logos implies institutional support, it may only be used as authorized below:

1. The logos may be used by college employees when engaged in college-wide activities approved by the college president or authorized designee.
2. College administrators may authorize faculty and staff to use the college letterhead and business cards bearing the Southeastern Illinois College seal or logos, provided that such use is restricted to conducting official college business within the course and scope of the individual's employment.
3. College employees may not use the Southeastern seal or logos for private, non-college purposes, including private professional activities, consulting, or commercial activities.
4. Use of the Southeastern Illinois College seal or logos is restricted to the official college websites. The college seal or logos may not be used on personal websites.
5. Use of the Southeastern Illinois College seal or logos for the production of emblematic products may be authorized only by the college president or designees.
6. Use of the Southeastern Illinois College seal or logos may be presented with another agency or company's logo when authorized by the college president or designee.
7. College division/offices/programs may not create alternate versions of the Southeastern Illinois College seal or logos. Although the seal itself may not be altered, groups may use the seal or official logos in conjunction with the name of their entity.
8. All commercial use of the college name, seal, or logos is permitted only by the authorization from the Office of the President or designee. Such use includes the manufacture, distribution, marketing, and advertising of all consumer products (e.g. clothing, souvenir items, gifts, printed matter, and other emblematic merchandise).

9. The college seal may presented in either SIC blue, or black on a white or colored background. It may also be presented with SIC gold on a SIC blue background. The seal may also be presented as white or foil on a colored background. The flame of the torch may be represented with SIC gold. Gold foil may be used to highlight the seal. The official college logos may be presented as SIC blue on a white background or as white on a colored background. Gold foil may be used on the horizontal line to highlight the logos. The informal or sports logo may be presented as SIC blue with the flames SIC gold on a white background. The informal or sports logo may also be presented as a solid SIC blue, SIC gold, black, or white. The sport, program, or office may be included in block letters directly under the SIC.
10. The Falcon logo should carry the name of a sport, program, office or other entity (i.e. Falcon Net) listed in block letters directly below the line. The Falcon logo may be presented as solid SIC blue, SIC gold, black, or white.

Adopted: C4: August 16, 2011

Amended:

Legal Ref:



3575 College Road • Harrisburg, Illinois 62946

Telephone: 618-252-5400

**Southeastern Illinois College
2018-2019 Accreditation Review Evidence Document**

Document Title: Accreditation Verification

Office of Origin: Academic Affairs

Document Summary:

Copy of accreditation verification from the College website

ACCREDITATION



SOUTHEASTERN ILLINOIS COLLEGE RECEIVES FULL REACCREDITATION

As an institution of higher learning, Southeastern has had multiple successful accreditations. **Our most recent accreditation visit by the Higher Learning Commission (HLC) was April 2008. We are proud to announce the HLC awarded Southeastern with the maximum accreditation period of ten years with no focus visits.** Our assessment and strategic planning processes were cited as exemplary, as was our self-study process and document. Aside from a monitoring report on improved communications, the college maintained its successful streak of not having a focused visit, a great and rare feat for any college or university. Prior to this accreditation, Southeastern has had two visits, held in 1988 and 1998, and was awarded a ten-year accreditation on both occasions. The College was granted its first full accreditation in 1976, less than a decade after it was granted an Illinois Class I Community College status.

Southeastern Accreditation Liaison Officer:

Dr. Karen Weiss, Vice President of Academic Affairs, karen.weiss@sic.edu ; 618-252-5400 x2200

Southeastern Illinois College

3575 College Road

Harrisburg, IL 62946

618-252-5400 ; 866.338.2742

<http://www.sic.edu/>

The Higher Learning Commission

230 South LaSalle Street, Suite 7-500

Chicago, IL 60604-1413

(800) 621-7440 ; (312) 263-0456

info@hlcommission.org

Southeastern Illinois College
2018-2019 Accreditation Review Evidence Document

Document Title: DOE Gainful Employment Disclosure Requirements

Office of Origin: Academic Affairs

Document Summary:

Department of Education Gainful Employment programs disclosure requirements from Gainful Employment Operations Manual, including listing of current Gainful Employment programs from College website

GAINFUL EMPLOYMENT OPERATIONS MANUAL

the institution will enter each GE Program's required data into the online form, resulting in an 'html' file that the institution will post to the Web site home page for that program.

Using this process, an institution will first enter (or upload) data into the Web-based application for each of its GE Programs. ED will use some of the information entered (such as the OPEID of the institution and CIP code and Credential Level for the program) to look up and import data from ED databases for use in the output disclosure Web page. The institution will enter additional institutional program-level data to be included on the output page.

ANNUAL UPDATING OF DISCLOSURE INFORMATION

The regulations requiring institutions to disclose the required information to prospective students about each GE Program went into effect on July 1, 2011, and this data must be updated at least annually by the institution. ED will provide further information about any future disclosure deadlines, as well as the release of the GE Disclosure Template through subsequent Electronic Announcements on the IFAP website.



DISCLOSURE DATA REQUIREMENTS

The institution must provide the following data for each GE Program:

- Occupations associated with the training provided by the GE Program (by name and Standard Occupational Classification [SOC] code)
- Published length of time it takes to complete the program (normal time)
- On-time completion rate
- Program costs
- Placement rate(s)
- Median loan debt (Title IV debt, private educational loan debt, and debt from institutional financing)

Before looking at each of these elements more carefully, there are a few things to know about the GE Program disclosure requirements. Disclosures for the on-time completion rate and median loan debts are calculated only for the students who completed the GE Program in the most recent award year. Please note that this is different from reporting GE information to NSLDS where all students enrolled, withdrawn, and completed are reported.

TREATMENT OF HIGH SCHOOL STUDENTS

Institutions may have students who are enrolled at their institutions in GE Programs who are also still enrolled in high school. The determination of whether or not to

[Home](#) > [Your Right to Know](#) > Gainful Employment Programs

GAINFUL EMPLOYMENT PROGRAMS

Gainful Employment Program Disclosure

Below are Southeastern Illinois College programs meeting Gainful Employment Disclosure requirements.

[Accounting](#)

[Basic Vehicle Repair Technician](#)

[Biodiesel Production](#)

[Bioenergy Production](#)

[Biofuels Production Fast-Track Certificate](#)

[Business Management](#)

[Corrections](#)

[Cosmetology](#)

[Cosmetology Teacher](#)

[Desktop Publishing](#)

[Diesel Technology MHDT](#)

[Early Childhood Education Level 2](#)

[Early Childhood Education Level 3](#)

[Ethanol Production](#)

[Infant Toddler Credential Level 2](#)

[Infant Toddler Credential Level 3](#)

[Information Technology](#)

[Law Enforcement](#)

[Massage Therapy](#)

[Medical Coding and Billing](#)

[Medical Transcription](#)

[Nail Technology](#)

Oil and Natural Gas Technician

Oil and Natural Gas Technician Short Certificate

Outdoor Recreation Certificate

Personal Trainer Fitness Instructor

Practical Nursing (Full-Time)

Practical Nursing (Part-Time)

Surgical Technology

Veterinary Assistant

Welding Technology

Welding Technology Level II

Word Processing



3575 College Road • Harrisburg, Illinois 62946

Telephone: 618-252-5400

**Southeastern Illinois College
2018-2019 Accreditation Review Evidence Document**

Document Title: Catalog Assignments Memo

Office of Origin: Academic Affairs

Document Summary: Memorandum regarding departmental and individual assignments for revisions to the 2019-2021 catalog, dated April 3, 2018

Memo

To: Tyler Billman, Melody Bryant, Kyla Burford, Maggie Calcaterra, Lori Cox, Angie Dunk, Lisa Dye, Chad Flannery, Sky Fowler, Lisa Hite, Jeremy Irlbeck, Gary Jones, Diane King, Cara Lehman, Karla Lewis, Lolita Mack, Greg McCulloch, Caroline McSparin, Michelle Metten, Stacy Moore, Kimberly Rapp, Jonah Rice, Bre Richardson, Marzel Scates, Gina Sirach, Kellye Whitler, Angela Wilson, Patty Winters

From: Karen Weiss

CC: Ralph Boots, Paul Cummins, Jason Fitzgerald, Allan Kimball, Matt Lees, Robbie Lindhorst, Amy Murphy

Date: April 3, 2018

Re: Revisions for Summer 2019- Spring 2021 College Catalog

Attached is a spreadsheet with the assignments for the revisions for the new catalog. The document is now available on Intrinsic for you to access and make updates. Included with this email are instructions on how to access the working document and insert your updates. You will then have until September 28 to make your changes. If you feel there is new information that should be added that has not been in previous catalogs, or items that should be omitted, share your ideas with me. Our goal is to have the new catalog delivered to campus prior to the beginning of the summer/fall registration period that begins March 25, 2019. If you have any concerns or questions, please let me know. Thank you for your assistance with this big project! Please honor these deadlines!!

Division Chairs- you also have access to the document to review, even though you don't have specific assignments. I will be in touch with you to look at the divisional organization page for any needed updates there.

We hope that by doing the catalog in this manner we have made this into a more manageable document for faculty and students. Just like the TALON, this should now become a document that can easily be updated and reproduced. Remember our web version is the official document and must be stated as such. This means that any changes in curriculum, policy, procedures, etc., made in the two year window that the catalog covers must also be made on our website.

Let me know if you have any questions or run into problems with the process. Thanks!!



3575 College Road • Harrisburg, Illinois 62946

Telephone: 618-252-5400

**Southeastern Illinois College
2018-2019 Accreditation Review Evidence Document**

Document Title: Academic Leadership Group Minutes 9/24/2018

Office of Origin: Academic Affairs

Document Summary: Minutes from the 9/24/2018 Academic Leadership Group meeting reminding departments to make sure webpages are up to date on the College website.

ACADEMIC & STUDENT AFFAIRS
LEADERSHIP GROUP MINUTES
September 24, 2018, 3:00 p.m.
Room B114

Members Present: Tyler Billman, Kyla Burford, Jason Fitzgerald, Chad Flannery, Allan Kimball, Matt Lees, Karla Lewis, Robbie Lindhorst, Greg McCulloch, Michelle Metten, Amy Murphy, Gina Sirach, Karen Weiss, Kellye Whitler, Angela Wilson

Members Absent: Jeremy Irlbeck, Lolita Mack

Others Present: Cara Lehman, Benjamin Ross

State and Federal Updates – Dr. Karen Weiss

ICCB

- The Transitional Math Summit was held on September 19th for area high schools, Rend Lake College and SIC faculty and staff. This was an informational meeting regarding the addition of a fourth-year math course in the area high schools. If any of our schools opt to offer a course, we will assist them in course development but it will not be offered as dual credit.

HLC

- Dr. Weiss has started putting information into the assurance system. We are still working on collecting evidence uploading it to intrinsic.
- Work has started on the 2018-2019 federal compliance report that will need to be submitted in February, 2019.
- Dr. Linduska, the Executive VP at Des Moines Area Community College, has graciously agreed to review our assurance argument and visit SIC on November 6th to conduct a mock interview.

Enrollment & Student Services Updates

- Dean Flannery reported that SIC was up in head count as of the 10-day census. He commended the Academic Advisors on their dedication to calling students who had not re-enrolled between semesters. It was noted that 40% of the students called re-enrolled for the fall semester after advisors reached out to them.

Strategic Planning Update

- The next Strategic Planning meeting will be on Monday, October 1, at 3:30 p.m. in the E Building conference room. The due date for operational plans will be given at that time.

Information Technology Update

- Greg asked the group to be mindful in submitting IT work requests to make sure rooms are ready for special events or courses, especially if it will be taking place over a weekend when IT staff are not on campus.

Assessment Committee

- 2018-2019 assessment plans and 2017-2018 results are due this Friday, September 28th.

Curriculum Committee

- The Curriculum Committee meeting scheduled for September has been cancelled. Any items for the October meeting need to be submitted by October 19th. Please make sure that each division's committee representative is well informed about any curriculum items that will be on the Curriculum Committee agenda so that they are prepared to present their division related items.

Marketing Report

- Angela Wilson distributed the 2018 Marketing Focus Group Report (attached) to the group. She met with a group of nine students to help determine the most effective ways to advertise to reach potential students. Results showed social media is still a great way to make contact. Students are less likely to see ads on television as most of them stream shows through Hulu, Netflix or Amazon instead of watching cable or satellite. Students brought up additional topics, such as the eLearning/mySIC module and those results were shared with the Online Learning and Educational Technology department.

Calendar of Board Meetings

- Fall – October 23; December 4
- Information for Board packets due by 1st day of each month. Please provide your Dean with FYI's for the Board.

Websites

- Please be sure all division/department websites are up to date.

Report Submissions

- The State and Federal Reporting Schedule can be found on Intrinsic
- Always notify IT if you submit any kind of report – Name of report/date submitted/agency.

Spring Schedule Development

- The spring 2019 schedule review meeting will be held on October 1 at 2:30 p.m. in the CBCR. Cara will be sending the draft out this week.

2019-2021 Catalog

- Updates are due Friday, September 28. If you need additional time, please contact the Academic Affairs office. Marketing plans to send all information to the printer in January so we can receive the catalogs in time for spring registration.

Fall Staff Development Day

- October 5th will be our Staff Development Day. All classes will dismiss at 11:30 a.m. and lunch will be provided. Tier One Tactical will be coming in for a Safety/Active Shooter Drill. Please wear comfortable clothing and shoes.

Important Dates:

| | |
|-----------------|--|
| Sept 17 – Nov 2 | Organics Plus: Janet Bixler in Art Gallery (Reception October 21) |
| September 26 | STEM Day |
| October 5 | Midterm |
| October 5 | Staff Development Day (classes dismissed at 11:30 a.m.) |
| October 7 | Cultural Art Series: Duo Sedeste Coffe Concert, Theatre LL, 2 p.m. |
| October 8 | Columbus Day, College Closed |
| October 12 & 13 | Young Frankenstein, VPAC, 7 p.m. |
| October 14 | Young Frankenstein, VPAC, 2 p.m. |
| October 22 | Spring Registration begins |
| October 23 | College Fair |
| October 24 | Presenting the 3-D Printer by Aaron Aul – Library, 12:30 p.m. |
| October 24 | Curriculum Committee – B114, 3:00 p.m. |
| October 31 | Halloween Social – PDR, 11:30 a.m. |
| November 3 & 4 | Heritage Festival |
| November 9 | Veterans Ceremony – VPAC Lobby, 12:30 p.m. |
| November 12 | Veterans Day Observed, College Closed |
| November 15 | SIC Concert Choir: Gratitude and Joy, VPAC, 7 p.m. |
| November 21-23 | Thanksgiving Holiday, College Closed |
| November 28 | Curriculum Committee – B114, 3:00 p.m. |
| November 29 | TRIO Fall Honor's Luncheon – PDR |

| | |
|-----------------------------|---|
| November 30 & December 1 | Narnia the Musical, VPAC, 7:00 p.m. |
| December 2 | Narnia the Musical, VPAC, 2:00 p.m. |
| December 7 | CTE Spotlight Day |
| December 9 | SIC Concert Choir: Choral Christmas, VPAC, 2 p.m. |
| December 12, 13, 14 | Semester Final Exams |
| December 14 | End of Fall Semester |
| December 24-31 | Offices Closed for Winter Break |

Reports & Updates – Around the Room

- PDP Mini-grants are available this year. One mini-grant has been awarded and three are still available. The application is available on intrinsic under PDP on the committees tab.
- The TRIO external evaluation will be taking place on October 10th and 11th. They will be conducting individual interviews with the TRIO staff, Executive Dean of Student Services, and President as part of the summative and formative evaluation of the program. The TRIO Fall Honor's Luncheon will be held on November 29th, 12:00 – 3:00 p.m. in the PDR. RSVPs will be sent to all faculty and staff working with TRIO in some capacity. Taylor Lauer started this week as the New Program Specialist. The TRIO grant is up and 2020 and it is time to start working on the reapplication. Lolita will be requesting institutional commitment letters from all Leadership and Faculty/Staff who wrote in the past. They can be sent via email to lolita.mack@sic.edu.
- The 2018-2019 Master Committee List has been updated and uploaded to Intrinsic.

Division Chairs:

E-Learning Update/Trainings

- Karla Lewis distributed the new Online Course Development Form (see attached handout). This form is to be used before any course can be converted to an online course and before the online course development stipend can be paid. Instructors can find a PDF fillable version of the form on intrinsic by clicking on the *SIC Forms and Manuals* tab and selecting either Academic Affairs or Faculty on the left.
- There will be an update to eLearning over Christmas break. Please keep that in mind when preparing for the Spring 2019 semester.
- Please let the Online Learning & Educational Technology department know which courses need to be copied over for spring.
- During Debbie Suh's absence, Gary Jones will be assisting the Online Learning & Educational Technology department with online courses.

Campus Communication

- Dr. Weiss reminded the group to please stay in communication with adjuncts. Remind them to check emails and voicemails regularly.
- Dr. Weiss noted it is important for all instructors to respond to student emails and voicemails in a timely manner.

Program Review for FY19

- Gina Sirach stated that all information for the FY 19 program review has been emailed out. She reminded the group to schedule an appointment with Chris Barr to discuss what data they would like to review as part of their program review. All data needs to be reviewed before narratives are written. Program Review meetings will be held during the spring semester in conjunction with Curriculum Committee meetings.

Course Outlines

- Academic Services will be contacting division chairs regarding outstanding course outlines for their division. Course outlines must be on file with the Dean's office for each semester.

- There are a few outlines still using the old supplemental page. This was updated during the spring semester of 2017. Please make sure information on the course outlines is up to date as you head into the Spring 2019 semester.
- If an instructor wants to make changes to the topics covered in a course, we need to make sure they are aligned to the objectives stated on the master. Items that require ICCB approval (course prefix, course number, course title, credit hours, catalog description, and students the course is expected to serve) cannot be updated without going to curriculum committee and ICCB.

Student Evaluation of Faculty Fall Semester 2018

- September 7 – class info due to Academic Services
- October 1 – evaluations distributed to instructors
- November 2 – completed evaluations due to Academic Services
- November – processing by CSS
- Week of December 10 – results submitted to Academic Affairs and emailed to chairs
- After December 14 – results **emailed** to faculty

Academic Rank Policy

- Dr. Weiss reminded the chairs that this is not an official policy yet. She has received feedback from the Humanities department and welcomes feedback from the other divisions as part of the review process.

Visitors in Classrooms

- For the safety of faculty, staff and students, the only people who should be in a classroom are those who are registered for the course. If a guest speaker is going to be present, the faculty member should notify their division chair and/or appropriate Dean about the visit prior to their scheduled visit. In the instance of allowing a high school student to monitor a class period, the division chair and/or appropriate Dean should be notified. Anyone who wishes to audit a course may do so but they must follow SIC's policy as stated on page 22 of the 2017-2019 catalog. Chad Flannery reminded the group the SIC is an open campus and visitors are allowed. However, there are certain rules that must be followed before we can ask someone to leave campus so please be mindful of these policies if Administration contacts you.

Faculty Schedules

- Dr. Weiss asked Chairs to remind all full-time faculty that schedules need to be turned in to the Academic Services as well as posted on faculty office doors. She reminded the group about the importance of adhering to the posted schedule hours and that prep hours are to be worked on campus. If emergencies arise, and hours need to be adjusted or revised for the week, please notify your division chair and Dean Sirach.



2018 Marketing Focus Group Report

Focus Group Report Format:

- I. Summary of Project
- II. Introduction with list of outcomes
- III. Participant demographics
- IV. Summary of findings with each outcome
- V. Conclusion/ Recommendations

I. Summary of Project:

The SIC Marketing Department held a focus group in May 2018 involving various student populations to gather information to help determine the most effective types of advertising and marketing promotions for reaching potential students. Some unanticipated results were also discovered during this project regarding the mySIC module, which will be noted.

II. Introduction

The Marketing Department held a focus group discussion with nine students on May 10, 2018. The focus group was conducted as part of an assessment project.

The discussion was designed to gather information from the students in regards to the following outcomes:

1. To understand why our students choose SIC.
2. To gauge student awareness of various advertising mediums.
3. To determine social media usage by students, and note if they have seen SIC posts or ads on social media.
4. To gauge TV usage to see if TV advertisements might be something marketing should look into again.
5. To find out if increased radio advertising is a viable use of marketing dollars, per student use.

6. To find out if students are aware of recent SIC mobile marketing advertisements.
7. To gauge interest in newspapers for stories and ads placed regularly by SIC.
8. To learn how students view the SIC website, its navigation and its functionality.
9. To hear from a student perspective how a college can best attract a student.
10. To learn how students prefer to be reached regarding campus activities, events or important information.

III. Participant Demographics

Nine SIC students took part in the focus group. Initially, a random list of 20 students was selected by the IT department for the focus group. The students were contacted with a brief introduction about the project, as well as told there would be prizes to include a \$50 gas or groceries card to one lucky participant, in order to encourage participation. Three of those contacted agreed to attend. In order to engage with more students, student workers in several different departments were requested to participate with permission from their supervisors.

Students represented were from Eldorado, Galatia, Hardin County, Harrisburg, and Bolivar, Missouri. Two students were married -- one with a child going into nursing, and the other going into elementary education. Another was an unmarried single mother of four who plans to enter the nursing program. The remainder were three traditional male students with aspirations of becoming a history teacher, nurse and state police officer, and three traditional female students majoring in dentistry, public relations and the medical field.

The marketing team felt that this group was a fair representation of the student population, and could not have anticipated that 1/3 would be planning to attend the nursing program.

IV. Summary of findings with each outcome

Outcome 1: To understand why our students choose SIC.

Question: Why did you choose SIC? (Choose all that apply.)

- ☐ Close to home
- ☐ inexpensive
- ☐ had a program I wanted
- ☐ friend was going
- ☐ Advertising I saw convinced me
- ☐ Counselor or Teacher recommended SIC

- ☐ A visit to SIC for a spotlight day or an instructor speaking at my high school convinced me
- ☐ I received scholarships or financial aid
- ☐ SIC website
- ☐ My parents chose for me
- ☐ I just knew it was a good school
- ☐ Other_____

Findings: Of the nine participants, eight responded that it was close to home. Seven because it was inexpensive. Four due to scholarships or financial aid. Four because of a particular program. Four because a counselor or teacher recommended SIC. Four also said because they just knew it was a good school (good reputation). A couple said because of advertising they had seen, one said because a friend was going, and another said smaller classes. Two other answers were to play baseball and because one's husband attended SIC.

Surprisingly, no one noted the website, claimed their parents made them attend, or claimed a visit to SIC for spotlight days or an instructor visit aided in their decision.

Outcome 2: To gauge student awareness of various advertising mediums.

Question: Have you noticed SIC advertisements: (Choose all that apply.)

- ☐ On Kroger carts in Harrisburg?
- ☐ Short video ad at the movie theatre in Harrisburg that plays before previews?
- ☐ Tequilas table ads?
- ☐ Billboards in Harrisburg, Eldorado, Carmi, Paducah or Mt. Vernon?
- ☐ Ads on the sides of RIDES busses?

Findings: Students were very well versed in SIC ads placed in the locations listed. Every student had seen at least one of the SIC billboards in the various towns, and several had noticed more than one billboard in different locations. One student even talked about how she looks for it to change each month when she is in Carmi. Seven of the students had seen Kroger cart ads and RIDES bus ads. Six had seen the Tequilas table ads in Harrisburg. Four had seen the short video at Showplace Cinemas in Harrisburg. Others (all traditional) reported rarely going to the movies.

Outcome 3: To determine social media usage by students, and note if they have seen SIC posts or ads on social media.

Question: Have you seen social media ads or posts by SIC?

- a. What social media do you use regularly? (Circle all that apply.)

Facebook Twitter Instagram Snapchat Other_____

Findings: All nine students reported seeing social media ads or posts by SIC. Facebook was reportedly used by all the students, followed by Instagram with 8, Snapchat with 7 and Twitter with 4. All of the students agreed that social media was a good channel to communicate with students.

In deeper discussion, students did not want to see SIC have a snapchat account, but thought Geofilters for events would be cool. They also brought up wanting to see students do “take overs” on Instagram stories, similar to other schools, such as Belmont. (An **Instagram takeover** is the process of taking over someone else's **Instagram** account temporarily and sharing content with their audience. They would also like to see more SIC social media memes.

The students also reportedly would like to see SIC on YouTube with campus tours, program spotlights, interviews with various department instructors, etc. They had a particular interest in getting a feel for different professors before taking their classes.

Outcome 4: To gauge TV usage to see if TV advertisements might be something marketing should look into again.

Question: What kind of TV do you watch regularly? (Choose all that apply regularly.)

- ☐ WSIL TV 3
 - ☐ WPSD TV 6
 - ☐ KFVS TV 12
 - ☐ Other cable/satellite stations
 - ☐ Netflix or Amazon
 - ☐ Other_____
- b. What are you watching primarily? (Choose all that apply regularly.)
- ☐ Daytime TV
 - ☐ News (morning or evening?)
 - ☐ Evening/nighttime TV shows
 - ☐ Movies or other

Findings: All nine of the students reported using either Netflix or Amazon TV. Six reported watching WSIL TV 3 regularly. Two watched WPSD TV 6 and KFVS TV 1, and three reported watching other cable or satellite stations regularly. Another uses Roku and Sling TV. Five watch mostly movies, four watch nighttime TV shows, a couple watch daytime TV and one reported watching the evening news. Most reported that they ignore or skip commercials when watching TV.

Outcome 5: To find out if increased radio advertising is a viable use of marketing dollars, per

student use.

Question: What RADIO stations do you listen to? (Check all that apply.)

| | | | |
|--|--|--|---|
| <input type="checkbox"/> 91.9 NPR | <input type="checkbox"/> 97.3 WRUL | <input type="checkbox"/> 102.3 WEBQ | <input type="checkbox"/> 1240 AM WEBQ |
| <input type="checkbox"/> 92.7 TAO Rocks | <input type="checkbox"/> 98.9 WISH-FM | <input type="checkbox"/> 104.5 WBVN | <input type="checkbox"/> 1460 AM WROY |
| <input type="checkbox"/> 95.1 Magic | <input type="checkbox"/> 99.5 WKDQ | <input type="checkbox"/> 105.1 VZA | <input type="checkbox"/> Sirius Radio |
| <input type="checkbox"/> 96.1 HOT 96 | <input type="checkbox"/> 99.9 FM -Z100 | <input type="checkbox"/> 106.3 - Q106 Oldies | <input type="checkbox"/> None |
| <input type="checkbox"/> Electric 96.9 FM | <input type="checkbox"/> 101.5 CIL-FM | <input type="checkbox"/> 107.3 WDDD | <input type="checkbox"/> Apps or downloaded music |
| <input type="checkbox"/> Other (Please list) _____ | | | |

Findings: There were really no standout radio stations that were most listened to by the student participants. Several stations garnered a one or two listenership. All of the stations SIC advertises on received at least one or two hits, which is encouraging. Both nontraditionals heard SIC ads on a country station – Z100 and WRUL-FM. One of the non-traditional students mentioned hearing SIC spots a lot, and said, “They are great!”

A couple students also listen to Sirius radio and several reported listening to music via an app or downloaded to their devices. One student admitted to listening to the radio a lot, but always switching stations when a commercial comes on.

Outcome 6: To find out if students are aware of recent SIC mobile marketing advertisements.

Question: Have you noticed SIC mobile ads popping up on your devices on occasion over the past couple of years while using various apps?

Findings: The students did not show a lot of awareness about the mobile recruitment ads, which is probably due to the fact that we try to eliminate those students who are present on campus through target marketing. Therefore, they may not have seen ads in one or two years of being at SIC. However, several did report seeing SIC ads on Facebook and Instagram. These social media ads are done in-house and can be for recruitment, events, jobs, etc. The students feel this is a good way to reach out with information. Two students even remembered what some of the ads were – summer classes and classified ads (both recently placed).

Apps students reported using (although not an exhaustive list) are the various social media platforms, Apple Music, Google Forms, Spotify, YouTube, Sound Cloud, I Heart Radio, Weather apps, Pinterest, Candy Crush and other games. Nontraditional students also use PowerSchool app for their kids’ school and pregnancy apps.

Outcome 7: To gauge interest in newspapers for stories and ads placed regularly by SIC.

Question: What local newspapers do you read regularly? (Check all that apply.)

| | | | |
|---|---|---|-------------------------------|
| <input type="checkbox"/> Carmi Times or Chronicle | <input type="checkbox"/> Harrisburg Daily Register | <input type="checkbox"/> Southern Illinoisan | <input type="checkbox"/> None |
| <input type="checkbox"/> Eldorado Daily Journal | <input type="checkbox"/> SI Dollar Saver | <input type="checkbox"/> Vienna Times & Goreville Gazette | |
| <input type="checkbox"/> Gallatin Democrat | <input type="checkbox"/> Pope County Herald-Enterp. | <input type="checkbox"/> Villager’s Voice | |

___Hardin County Independent ___Ridgway News

___Other (Please list)_____

- a. Have you seen any SIC articles or ads in any newspapers?

Findings: Six of the nine student participants reported seeing ads or articles about SIC in the newspapers. When asked if they read newspapers, three reported reading the *Harrisburg Daily Register*, four the *Southern Illinoisan*, one the *Carmi Times* or *Carmi Chronicle*, *Hardin County Independent*, *SI Dollar Saver* and *Evansville Courier & Press*. Two reported not reading newspapers at all.

This was a surprising finding, as most survey reports show that younger generations are no longer reading newspapers, but get their news in other ways such as social media. Perhaps it has to do with our rural locality, and parents or grandparents that still subscribe?

Outcome 8: To learn how students view the SIC website, its navigation and its functionality.

Question: Did you find SIC's website to be useful when you were considering college options?

- a. Did you find the website easy to find what you were looking for or difficult to navigate?
- b. Do you like the general look of the website?
- c. Any recommendations for changes/additions?
- d. Do you try to access the SIC website on your phone?

Findings: This question turned into a very interesting discussion quickly as the students thought we were talking primarily about the mySIC online classes module. I will report on the main SIC website findings first, and then switch gears to the unanticipated mySIC findings.

When discussing the main **SIC website**, the majority of the students found it useful when they were considering college options and about half said it was easy to navigate. They thought it looked pretty good, a couple mentioned it was kind of outdated and flat, explaining that it needed more dimension and texture. They also said it is hard to find information on, and they do not like having to keep scrolling down for more. They also want to see more student testimonials. They do not hate it, but they do not love it. The students recommended a live chat option available to help guide them, give them financial aid advice, admissions info, etc. They would also like to see better graphics, videos, moving graphics and buttons. They also would like to see it be more mobile friendly. One nontraditional student did mention that she thought it was easier to access information that others that she had been on (SIU, JALC). They also mentioned that they do not look at the events calendar because it takes forever to load. They requested a better way to get information on SIC events – either by text or email or an app where they can opt in for different types of events and information. However, they do like the banners that scroll at the top. Many look very nice – PowerSports caught a couple of their attention, specifically.

As the conversation turned to the mySIC module, the students had much to say, and it was not positive. Some of the comments:

- Looks terrible on the phone.
- Constantly having to zoom in and out to be able to navigate.
- It is hard to find anything.
- It is very buggy.
- None of the menu items makes sense.
- It's not user friendly.
- Mobile home page looks like something from the '90s.
- Teachers can label things however they want on their class menus, so it is hard to find things between different classes. Needs to be set up more uniformly. Some pages are the same across different teachers but are labeled differently, or some are the same page in two different places on one class's page.
- There must be an easier way to check grades and billing -- maybe something like a student app/portal similar to what they use at the Jr. High/High School level (PowerSchool, for example).
- The home page when you try to access it via mobile goes to this blank screen that asks if you want the mobile or desktop version. It looks bad and ancient. It sucks. Then when you click on the mobile version, it rarely comes up, but if it does, it is not functional, so you have to switch to the desktop version, and then you cannot see it and have to zoom in and out. It is pointless to pull it up on a mobile device.
- Sometimes when trying to submit homework, you get an error message that says, "You don't have permission..." when submitting. Then the work you just did vanishes and you have to start over. It can happen any time, so you have to make sure you save your work elsewhere. It is very frustrating.
- The top bar with the three lines does nothing. On pretty much any other app, it is the main menu. It should be a slide-out menu.
- The passwords are too long and they cannot remember the username OR passwords. Make it more simple and able to be remembered on their devices.
- The campus map is unnecessary.
- Student Center part does not work well.
- Desktop is not bad, but it is lackluster. It does not look like something a college would have...
- It is very basic. The layout is fine, except the instructions on the home page need to go away after the first visit. Why are they always there taking up space?
- Some teachers still do not post grades throughout the semester, so we cannot keep track of how we are doing in the class, and it is really frustrating. Some do not EVER post grades – not even at the end. I had to look up my transcript to find out my final grade!
- I appreciate the grade book when it is used properly.

In all, they all dislike MySIC very much. We kept having suggestions to make it more like Blackboard Mobile Learn with which a couple of students were familiar.

Outcome 9: To hear from a student perspective how a college can best attract a student.

Question: In your opinion, with our previous questions still fresh in your mind, what is the best way to attract a student to a particular college or university?

Findings: Answers included social media, Facebook ads, scholarships, positive stories about people attending/ alumni, expense and fast programs.

Outcome 10: To learn how students prefer to be reached regarding campus activities, events or important information.

Question: As a student, what is the best way to reach you about campus activities, events or important info?

Findings: Six of the nine students reported that text was the best way to reach them. They would like to have the option of checking a box about certain types of events or activities of interest in the same way they can choose their instructors on txtSIC so they can be informed of those events and activities via text. They also specifically mentioned wanting notifications for their club meetings.

Six students reported that email was the best way to reach them. The students discussed that they like to be reminded about events more than once, but not too many times via email.

Only one student reported that Facebook was the best way to get them information about campus activities, events and important information.

One student did mention that posters were not a good way to reach them because there were too many posters on the boards and it is overwhelming to look at. However, another student not involved in the focus group had recently reported that flyers around campus were where she learned best about campus activities and events. They also were not sure what we meant about information on TV monitors around campus – some had apparently not noticed those. The students DO pay attention to the rotating web banners on the home page.

One idea the students came up with is event information on the bathroom stalls – even just a listing. Some had reported seeing that at other institutions and noted that it was effective.

v. Conclusion/ Recommendations

In regards to why students choose SIC, it is clear that marketing should continue to promote brand

awareness and the top accolades the school receives for various programs and teams, as several students did note the college's reputation. Although no one specifically noted the website, we will look to continue to make improvements from a marketing and recruiting standpoint and in future web redesigns to make it a more effective marketing tool. Additionally, notes of student web use and recommendations will be provided to the IT and online learning departments.

Due to student confirmation, we will also continue our use of billboards and other outdoor advertising toward potential students.

Marketing will continue to increase our efforts aimed at social media, including advertising, and hope to be able to include YouTube more in that mix in years to come, per the students' recommendations. Although students do report watching some local TV, they also report using the DVR/skipping commercial ads, so due to cost, we will probably continue not using TV for advertising at this time, although if we did decide on some TV ad placement, WSIL would be our first choice per responses.

Nothing truly conclusive came from the radio advertising responses, although it would seem that nontraditional students in particular are still listening to the radio. We may in future want to look into some music app advertising.

Due to our surprise at learning that our local students are actually looking at newspapers, we may look to factor in a little more print advertising this year, as this has been on the decline for a number of years. As time allows, we will also look to include more positive stories/spotlights about students and alumni – not just for newspapers, but also for social media and the website.

We will ask IT about the possibility of using a texting program in future that allows students to opt into club, event and activity information. In addition, we will consider working with the events coordinator and environmental services regarding investigating the possibility of providing advertisements in bathroom stalls, something that had actually come up previously.

Additionally, we will think about the use of TV monitors, as perhaps there is a better use for those, per the students' lack of knowledge about them. However, we will continue to promote programs and events on the SIC home webpage in the form of web banners.

Southeastern Illinois College

Online Course Development Approval and Stipend Form

Part I

Please complete this form **after**: 1) contacting your **division chair** to discuss course; 2) meeting with the **Online Learning & Educational Technology** department (*formerly Media Services*); and 3) reviewing the QOCI online course development and assessment **rubric**. *A copy of the QOCI rubric can be obtained from the Online Learning department.*

Note: Part 1 of this form must be completed before course development begins.

Attach a current course syllabus modified appropriately for online delivery listing course objectives and expected student outcomes. Please include a course outline and any other information pertaining to the delivery of the course.

| | |
|---|---------------|
| Instructor Name: | Email: |
| Office Phone: | Division: |
| Course to be offered: Summer <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Year: | |
| Course prefix and number: | Course Title: |
| Is this the first online course you have developed: Yes <input type="checkbox"/> No <input type="checkbox"/> | |
| Division Chair (Approval Signature): Date: | |
| Coordinator of Online Learning (Approval Signature): Date: | |
| Vice President of Academic Affairs (Approval Signature): Date: | |

Send this form to the Online Learning Dept who will inform the instructor of approval to begin course development.

| |
|---|
| Instructor notified of approval to work on course? Yes No |
|---|

Part II

Please complete this section **after**: 1) Division Chair, Online Learning, and Vice President have approved Part I; 2) course development is complete; and 3) training has been completed with *Online Learning* and course content meets SIC quality standards.

| | | |
|---|---|----------------------------------|
| Instructor Training Complete: Yes No | Course is complete: Yes ____ No ____ | Quality standards met: Yes No |
| Year and Term to Pay Instructor: | | |
| Stipend Amount: (\$175 per credit hour for a new online course to be developed) \$ | OFFICE USE ONLY Account #'s for payment: | |
| Coordinator of Online Learning (Approval Signature): Date: | | |
| Exec Dean of Academic Services (Approval Signature): Date: | | |
| Vice President of Academic Affairs (Approval Signature): Date: | | |
| Updated 8/1/2018 | | |



3575 College Road • Harrisburg, Illinois 62946

Telephone: 618-252-5400

**Southeastern Illinois College
2018-2019 Accreditation Review Evidence Document**

Document Title: Memo for Fall 2018 Schedule

Office of Origin: Academic Affairs

Document Summary: Memorandum to faculty and staff for fall 2018 schedule preparation dates.

Memo

To: Amy Murphy, Ben Ross, David Wright, Kimberly Oliver, Angela Wilson, Gary Jones, Gina Sirach, Greg McCulloch, Jason Fitzgerald, Michelle Metten, Paul Cummins, Allan Kimball, Kyla Burford, Lori Cox, Marcey Martin, Matthew Lees, Keturah Dusch, Chad Flannery, Cara Lehman, Tabitha Neal, Trudy Jacobs, Holly Healy, Kimberly Rapp, Jeremy Irlbeck, Maggie Calcaterra, Tyler Billman, Bre Richardson, Lisa Hite, Renee Loesche, Angie Dunk

From: Karen Weiss

Date: November 15, 2017

Re: Fall 2018 Schedule Preparation Dates

FALL SCHEDULE DATES

December 8 *Narrative Distributed*

January 12 *Narrative Recommendations due to Gary Jones*

January 19 *Schedule Recommendations Returned to Respective Offices*

January 22 – February 9 *Data Entry*

February 12 *Distribute Narrative for Review (Gary Jones)*

February 12 (1:00 p.m.) *Download Schedule/IT Emails to Gary Jones*

February 12 *Distribute Class Schedule to Bookstore, Division Chairs & Advisors for Review
(Schedule entry staff) (Cara to Bookstore & Advisors)*

February 12 – 22 *Schedule Lay-Out*

February 23 *Distribute Complete Schedule for Review (Gary Jones)*

February 26 (2:30 p.m.) *Schedule Review Meeting (CBCR)*

February 28 *Open Web Schedule for Internal and Public Access*

February 28 *Schedule Returned to Offices for Final Review (Gary Jones)*

March 2 *Schedule Ready for In-House Printing*

March 26 *Fall Registration Begins*

Note to Division Chairs: When adding multiple sections of a course, please try to keep section letters and times in chronological order. This helps students and counselors in building schedules.



3575 College Road • Harrisburg, Illinois 62946

Telephone: 618-252-5400

**Southeastern Illinois College
2018-2019 Accreditation Review Evidence Document**

Document Title: Memo for Spring 2019 Schedule

Office of Origin: Academic Affairs

Document Summary: Memorandum to faculty and staff for spring 2019 schedule preparation dates.

Memo

To: Amy Murphy, Ben Ross, Kimberly Oliver, Angela Wilson, Gary Jones, Gina Sirach, Greg McCulloch, Jason Fitzgerald, Michelle Metten, Paul Cummins, Allan Kimball, Kyla Burford, Lori Cox, Marcey Martin, Matthew Lees, Keturah Dusch, Chad Flannery, Cara Lehman, Tabitha Neal, Holly Healy, Kimberly Rapp, Jeremy Irlbeck, Maggie Calcaterra, Tyler Billman, Bre Richardson, Lisa Hite, Angie Dunk, Ralph Boots, Robbie Lindhorst, Kelsi Love, Erica Griffin

From: Karen Weiss

Date: June 25, 2018

Re: Spring 2019 Schedule Preparation Dates

SPRING SCHEDULE DATES

June 28 *Planning Schedules & Narrative Distributed*

August 24 *Narrative Recommendations due to Gary Jones*

August 24 *Schedule Recommendations Returned to Respective Offices*

August 24 - September 14 *Data Entry*

September 14 *Distribute Narrative for Review (Gary Jones)*

September 17 (1:00 p.m.) *Download Schedule/IT Emails to Gary*

September 17 *Distribute Class Schedule to Bookstore, Division Chairs, & Advisors for Review*
(Schedule entry staff) (Cara to Bookstore & Advisors)

September 18 – 27 *Schedule Lay-Out*

September 28 *Distribute Complete Schedule for Review (Gary)*

October 1 (2:30 p.m.) *Schedule Review Meeting (CBCR)*

October 5 *Schedule Returned to Offices for Final Review (Gary)*

October 8 *Schedule Ready for In-House Printing*

October 8 *Open Web Schedule for Internal and Public Access*

October 22 *Spring Registration Begins*

Note to Division Chairs: When adding multiple sections of a course, please try to keep section letters and times in chronological order. This helps students and counselors in building schedules.



3575 College Road • Harrisburg, Illinois 62946

Telephone: 618-252-5400

**Southeastern Illinois College
2018-2019 Accreditation Review Evidence Document**

Document Title: Annual Assessment Activity Report 2016-2017

Office of Origin: Academic Affairs

Document Summary: The Annual Assessment Activity Report for 2016-2017

2016-2017

Annual Assessment Activity Report



SOUTHEASTERN ILLINOIS COLLEGE

**2016-2017 Assessment Annual Report:
A Review of Assessment Activities and Progress**

Introduction

Accountability is at the forefront of higher education and a value to which Southeastern Illinois College commits itself daily. Part of this commitment includes engaging in assessment activity in order to ensure quality services and student learning. Assessment provides an opportunity for feedback, reflection and improvement across campus in and out of the classroom. SIC regularly participates in assessment to remain accountable to its students as part of an effort toward consistent improvement.

SIC's assessment committee is a major part of the institutional process and serves as a regulatory and review committee whose responsibilities include the assurance that all aspects of the college are routinely and accurately assessed and evaluated. The assessment committee is a college-wide committee comprised of 21 members, including a mix of administration, faculty, and staff. The assessment committee is led by the "A Team", which is chaired by an Academic Advisor (Dr. Tyler Billman), the Executive Dean of Academic Services (Gina Sirach), a Math/Science faculty member/Division Chair (Jason Fitzgerald), and a Humanities faculty member/Division Chair (Allan Kimball). The Vice President of Academic Affairs (Dr. Karen Weiss) serves as an advisor for the "A Team". This group provides direction and leadership for the committee, keeping the assessment process on track and ensuring quality.

This annual report will give a review of the assessment activities and progress that occurred during the 2016-2017 academic year. This report will detail new assessment activity specific to the 2016-2017 academic year, highlight instructional assessment by division, display

non-instructional assessment by department area, as well as provide specific information about future plans in assessment for the institution.

New Assessment Activity for 2016-2017

The following highlights new assessment activity specific to the 2016-2017 academic year. While assessment has been ongoing at SIC for decades, there is constant innovation and new ideas in the process. For the 2016-2017 academic year, new assessment activity included updating our general education target areas, adding a “closing the loop” section of our assessment form, and creating an Achievement in Assessment award to highlight good work from an outstanding employee or division/department.

New General Education Target Areas

In summer 2016, the “A-Team” met to discuss advances that were necessary to keep SIC assessment evolving and improving. One change implemented because of that meeting included new general education target areas due to the revision of the general education goals, which were board approved in spring 2016. The new target areas (aesthetic creativity, problem solving, environmental impact, and social awareness) reflect the revised general education goals. The new target areas will remain until fall 2019 whereupon the A-Team will decide new target areas to explore.

Closing the Loop

How can faculty and staff improve student learning after assessment results are in? “Closing the loop” studies assessment findings upon the execution of an assessment plan and results written (Banta, 2011). Making improvements based on assessment findings remains important to further the assessment process in an effort to maximize student improvement.

Knowing its importance, SIC added a section labeled “closing the loop” to the 2016-2017 assessment form so that faculty and staff revisit their 2015-2016 plan and results in order to communicate how they are using those results to better student improvement in their classroom, department, area in the college. The process of “closing the loop” refers to simply reviewing the previous year’s assessment project, identifying how faculty and staff have implemented the results in the following academic year, and explaining how this will or already has improved student learning. “Closing the loop” creates a greater sense of understanding on student trends and offers additional evidence on why a change is necessary or why change occurred for student success.

Achievement in Assessment Award

In an effort to reward good work in assessment, the first Achievement in Assessment award was given to spotlight an exceptional employee or division/department. The assessment committee emailed the chair of assessment names of potential nominees along with a brief statement as to why they should win the award. The winner was based on number of nominations. The nominee did not have to be on the assessment committee. The 2016-2017 Achievement in Assessment award winner was Matt Lees, Chair of Social Science, Business & Education. Mr. Lees was selected based on his plan’s measurable ways to enhance student improvement in addition to utilizing objective data to enhance classroom functioning for future semesters. The assessment committee plans to continue to implement the award on a yearly basis.

Review of 2016-2017 Instructional Assessment

The following narrative highlights assessment activities for the 2016-2017 academic year for each instructional division. This is a brief snapshot of every instructional division at SIC.

While not every assessment project within those divisions is featured in this document, complete plans and results for every department and academic discipline can be viewed in Intrinsic.

Humanities

Students studying **Theatre** demonstrated an understanding of the roles of the production staff as they apply to live theatrical productions. This knowledge was tested in two ways: first, through a pre-test and post-test measure on the roles of production staff. The results showed students increased their scores from pre-test to post-test by over 22 percent. Further, this knowledge was tested through a Prescriptive Analysis paper of two different productions, in which there was an increase in scores from the first to the second paper.

In **English** students demonstrated social awareness by finding and citing academic research to support an argument regarding social issues. By the end of the exercise, every student cited at least one academic source per question set. Initial modeling and individualized assistance proved especially helpful for students who were using MLA citations for the first time. Every student who completed the exercise in the computer lab, with the assistance of the instructor/classmates and access to technology, received a 90% or better score on MLA formatting. However, students who needed more than the ninety minutes allotted for the project struggled to achieve the benchmark. As a whole, the class attained 90% proficiency.

As part of the **Philosophy** courses, students in Fundamentals of Logic (PHIL 122) increased their understanding of logical terminology in diverse contexts in which logical analysis is important. This was determined by a pre-test and post-test means of assessment and the results showed an overwhelming improvement (a 41.7% increase from the pre-exam). **Communication** examined students in Public Speaking, attempting an increase of participation in the hybrid sections of the course in online learning activities. By there being a heavier focus on the online

material in class and later due dates, changing from Friday deadlines to Sunday deadlines, students increased their completion of online work above the 10% increase benchmark set forth by the instructor.

Social Science, Business and Education

Students of **Psychology** were challenged to engage and demonstrate social awareness as part of the curriculum in Abnormal Psychology (PSYC 260). Students took a pre-test to assess their awareness of mental illness upon society. Students then read information from the National Institute of Health and the Surgeon General and were assigned to write an analytical paper. The average pre-test score was 54.6% and the average score on the analytical paper was 91.5% yielding a 36.9% increase, which exceeded the 25% improvement goal. This course is an elective, and students who take it tend to be interested in the subject and more motivated than the overall student population in entry level required psychology courses.

Students that participated in the **Government** course “People in Politics” were required to analyze and debate various pieces of legislation from the Illinois General Assembly in order to seek and address social problems. Students also demonstrated social awareness by completing a research journal that contained multiple pieces of legislation and academic research surrounding issues of legislation. Students in **Sociology** also demonstrated social awareness by writing an analytical paper on *Hillbilly Elegy* by J.D. Vance, indicating from a pre-test of knowledge to their ending paper a significant improvement in understanding and awareness of major issues present in the discipline of sociology.

Business students demonstrated problem solving skills in the Financial Accounting course, completing a problem related to the accounting equation, income statement, retained earnings statement, balance sheet and statement of cash flows. Business students also

demonstrated social awareness skills evaluating ethical behavior, studying and taking a test via a set of guidelines provided by the instructor. According to the results, 96% of students completed the exam indicating they understand ethical behavior in a business setting.

Math & Science

Students in our Calculus based **Math** courses were assessed on proper mathematical notation and techniques while solving practical application and/or performing complex theoretical calculations. Students in Calculus I (Math 162) took quizzes at the beginning of most class meetings, where they had a very short amount of time to solve one or two problems. The ability to solve quickly and correctly is a strong indicator that the student has worked assigned problems and is ready to move on to more advanced topics. Results were sorted into two categories: adequate preparation and inadequate preparation, with the goal that 85% of the students fall into the “adequate” category before moving on to the next topic. Calculus I students met the criteria for success.

Students in **Biology** completed a comprehensive pre and post-test assessment to reflect student understanding on the basic concepts in biology. While the criteria for success was an increase of 20% between pre- and post-tests, the instructor has committed to devoting more time in the weak areas that were found by the majority of students on the post-test. The instructor added that he would offer more quiz questions and extra credit assignments for further understanding on topics that were less known as well as provide lectures in a manner that will help establish a stronger connection on those areas of weakness.

Students in **Physics** provided the instructor with assessment evaluation information that resulted in key ways to improve the new online format of the class. Results showed that students in **Chemistry** benefited more from daily quizzes rather than traditional daily homework. The

instructor plans to implement more quizzes to gain knowledge on key lecture areas to re-visit to remedy any problem areas students may have.

Career & Technical Education

Students in **Cosmetology** developed a competency in aesthetic creativity. Students were given an assignment at the beginning of COS 174 to demonstrate mastery of pedicure skills. The assignment was repeated after instruction and practice. The overall class average on the pre-test was 42%. The overall class average on the post-test was 90%. The students and instructors did find value in this type of skill evaluation and noted an improvement in this skillset.

In **Diesel Technology** students were given the ASE Student Certification. These tests were administered in fall 2016 and spring 2017 to obtain data for comparison. There are four areas that can be tested and scored against national students in the Diesel Technology field. The student is considered ASE certified upon passing individual areas and the certification is good for two years. Diesel Tech instructors set a goal that 50% of students enrolled in the testing process should obtain a certification by passing one of tests in the spring. These results exceeded the criteria for success by 40%.

Information Technology students completed the Computer Technology NOCTI pre-test and NOCTI post-test, which includes a section on professional standards, ethics, and business practices, utilizing the social awareness target area. The average score for this area on the NOCTI post-test was 80.3%, with a low of 66.7% and a high of 90.5. This average exceeds the target average by 5.3%. Additionally, the average score of 80.3% exceeds the state average of 79.1%.

Nursing and Allied Health

Students in **Hygiene** were given a pre-test and post-test regarding heroin abuse and the Zika virus to demonstrate a competency in social awareness around these two social issues that have become increasingly present. Assessing knowledge of topics that are current and relevant motivates students to increase their knowledge base. Improvement in student knowledge on both issues increased by 15% (when tested on heroine abuse) and 12% (when tested on the Zika virus).

Practical Nursing students completed an Entrance Critical Thinking exercise in October 2016 as well as an Exit Critical Thinking exercise at the end of the program in June/July 2017. Students completed three (3) Patient Care Scenarios. The exercises were evaluated by utilizing the *Problem Solving Assessment Rubric*, which assessed the student's ability to address the five concepts of Critical Thinking. Entry and exit level scores were compared, finding that there was increase of 2.3%. Therefore, the criteria for success was not achieved. From there, nursing faculty investigated to find out why students did not achieve success on the exit exam. Prior to the Critical Thinking exercise, students completed an activity entitled, "Hearing Voices." This exercise involved listening to "voices" similar to clients with schizophrenia as they completed simple reading and mechanical exercises.

Students indicated that the "Hearing Voices" activity had disrupted their thought processes and therefore, made it more difficult to complete the Critical Thinking exercise, impacting their exit scores. The timing of the "Hearing Voices" and completion of the Critical Thinking exercise was determined by the limited availability of computers for the exit exercise. This factor is something that nursing faculty will consider in future assessments.

Review of 2016-2017 Non-Instructional Assessment

The following narrative highlights assessment activities for the 2016-2017 academic year for each non-instructional area. This is a brief snapshot of every non-instructional unit at SIC. While not every assessment project within those units is featured in this document, complete plans and results for every department can be viewed in IntrinSIC.

Student Affairs

Student Affairs provided many assessment activities that provided student learning outside of the traditional classroom walls. **Dual Credit and Recruitment** increased the number of high school students who completed their courses from Fall 2015 to Fall 2016 by utilizing Starfish retention software. In fact, results show there was a 5% increase in completion from fall 2015 to fall 2016. **Financial Aid** focused on a paperless Pell voucher system in order to make the purchasing of class materials and book vouchers occur in a more timely and efficient manner for students. Students were notified via Falcon Mail, MySIC, and signage that book vouchers would be sent electronically. Students were able to print their vouchers immediately and retrieve their books from the Bookstore, without waiting on vouchers to be go through the postal system.

Student Affairs also assessed how they are transferring students from the College to a university. **Academic Advisement** assessed how effective and efficiently former SIC students were transferring to Southern Illinois University Carbondale. The students surveyed ranked the transfer process on a scale from 1-100 percent, with 100 percent being the most effective and efficient, an 88 percent. Advisement also assessed student responsibility in the transfer process, finding that over 50% of students surveyed met with an SIUC advisor before they graduated SIC and that over 50% of students surveyed used a technology tool (such as Transferology or Degree Works) to assist in the transfer process. **Disability Services** assessed how well ADA students

were utilizing the tutoring services in the Student Success Center, noting that ADA students were not using tutoring as much as needed, resulting in a less than desirable completion rate.

Disability Services plans to work with tutoring services in the upcoming academic years to improve upon these results in an effort for better completion rates for ADA students.

Enrollment Services focused on declining the number of WA drops from fall 2015 to fall 2016. Enrollment Services recorded the number of students WA'd from Day 1 to the census date for fall 2015, as well as the numbers of student's WA'd from day to the census date for fall 2016. The 2015 WA drops utilized Intrinsic to do all of the WA processing. The 2016 WA drops utilized Starfish. Overall, from fall 2016 to fall 2017, there were 7.37% fewer WA grades issued for the duration of the entire semester. This created a positive impact on budget as the fewer amount of WA's issued during the census period (10 days immediately following the first day of the semester), the more claimable students per semester. This also shows that SIC's rate of retention is improving.

President's Office

The **Information Technology (IT) Office** assessment project focused on students using Falcon Mail Office 365 as their primary method of email communications to and from the college. The college's previous online class Learning Management System had its own internal email communication tool and it significantly undermined adoption and use of the Falcon Mail email system for general college information and announcements. According to a Spring 2017 student survey, 92% of respondents expressed satisfaction with ease of use and meeting their email communication needs utilizing the new O365 email system. While the IT office continues to improve student email usage of Falcon mail Office 365, there is a realization that some of the motivation for student use will have to come from inside the classroom from instructors.

Marketing assessed if mobile marketing would be an effective form of promotion for potential SIC students. The Marketing department outsourced with a firm that specialized in mobile marketing. The first campaign targeted the SIC district, along with a couple of the College's Indiana border counties, which included traditional and nontraditional students. The click-through-rate (CTR) was above industry standards and re-targeted ads had three times higher engagement rate, proving that mobile marketing will be successful for the College. Marketing also found through this project that program specific ads had higher levels of CTR than general ads. Marketing plans to use these early campaign results to chart future campaigns.

Foundation/Alumni successfully increased the number of new donors to the College through the "Be a Dream" campaign and exceeded their 10% increase in Falcon Society and Alumni & Friends membership goal. Also, through their findings on their assessment project, the Foundation has decided to change their scholarship application release date to improve on the amount of applications received. **Human Resources** successfully worked to improve and streamline the process of full-time instructor electronic personnel files by utilizing a shared network drive. This helped improve the process of checking on faculty credentials and for future audits.

Business Office/Services

The **Business Office** was able to create an assessment project in which students were able to understand and be successful in the process of enrolling in the tuition payment plan. The Business Office revised the "Tuition Payment Plan" flyer and SIC's website on basic payment plan information. From those efforts, there was a 100 percent decline in the number of students calling in regarding log in problems. The Business Office will continually re-evaluate the payment plan forms and website to make sure students have the most up-to-date information.

The **Bookstore** found through their assessment project that 90% of students had access to their voucher electronically, helping them buy class materials in a more effective and efficient manner. Students of the **Mary Jane Oldham Center for Child Study (MJOCCS)** Pre-K program showed positive gains in behavior, attention and learning by having a more effective learning atmosphere in the change of classroom space made effective fall 2016. Students also showed satisfaction with the new **Falcon Pointe Bistro** menu options. The new options also showed to be a profitable change for the Falcon Pointe Bistro. Also, the Bistro assessed satisfaction on their new prices on menu options and concluded that 80% of the customers surveyed agreed that they are getting a good value and good food.

Moving Forward: Next Steps in Assessment at SIC

Assessment of Co-Curricular Programs

Co-curricular programs play a significant role in student learning, make a difference in academic success, promote retention and persistence, as well as enhance cognitive and affective development (Bates, Lundquist, Robertson, Urban, & Voss, 2014). Because student learning happens within co-curricular programming, it is essential to assess these programs frequently. While SIC previously assessed co-curricular programming on campus, it was on a heavy rotation in which clubs and organizations were not assessing their programs regularly. In the 2017-2018 academic year, a co-curricular unit will be added to the peer review schedule. Co-curricular programs that receive funding from SIC's Student Government Association must assess and go through the peer review process every other year. Here is the peer review schedule that was issued in September 2017 to the assessment committee and co-curricular program sponsors:

| <i>Co-Curricular Programs (rotation)</i> | 2017-2018 | 2018-2019 | 2019-2020 |
|---|------------------|------------------|------------------|
| Art Club | X | | X |
| Cosmetology Club | X | | X |
| Education Club | X | | X |
| Math and Science Club | X | | X |
| Student Government | X | | X |
| Theta Sigma Phi | X | | X |
| B.A.S.I.C. | | X | |
| Early Childhood Club | | X | |
| Nursing Club | | X | |
| PBL | | X | |
| PTK | | X | |
| Circle K | | X | |

Adjuncts and Assessment

In order to remain competitive, higher education institutions must be prepared to acculturate adjunct faculty to their mission and instructional philosophy (Bojarczyk, 2008). Adjunct instructors play a pivotal role in providing quality educational experiences to students at SIC. One important way of involving adjuncts in the development of students is by engaging these instructors in the assessment process of the classes they teach (Jacoby, 2006). The assessment committee is aware of the importance of involving adjunct faculty into the assessment process and division chairs have been asked to guide and direct more adjuncts in creating assessment plans, carrying out assessment projects and communicating results. The A-Team will be looking at adjunct involvement in the 2017-2018 academic year to see if an increase in assessment from adjuncts occurred.

Conclusion

This report reviewed instructional divisions and non-instructional units assessment projects over the 2016-2017 academic year. This summary detailed findings that showed student improvement in a variety of ways across the Southeastern Illinois College campus. Additionally, new improvements and future steps toward advancing assessment at the College were

established. Assessment is an ongoing, living, breathing cycle that influences the ways employees of Southeastern engage, interact and communicate to students. It is an important facet to ensuring quality to the students of the College and to the community. Assessment is important to Southeastern Illinois College and its employees and staff are committed to the efforts it requires.

References

- Banta, T.W. & Blaich, C. (2011, January/February). Closing the assessment loop. *Change*, 43(1), 22-27.
- Bates, K., Lundquist, A., Robertson, C., Urban, E., & Voss, C. (2014). Beyond Satisfaction: Assessing (Learning and Other) Outcomes in Co-Curricular Areas. Western Michigan University assessment in action conference. Retrieved from:
http://scholarworks.wmich.edu/assessment_day/30/
- Bojarcyk, H. (2008). *Faculty development activities for new adjunct faculty: A qualitative investigation of which types of activities most benefit new adjunct at four- year colleges and universities* (Doctoral dissertation). Retrieved from ProQuest.
- Jacoby, D. 2006. Effects of part-time faculty employment on community college graduation rates. *Journal of Higher Education* 77(6), 1081–1103.



3575 College Road • Harrisburg, Illinois 62946

Telephone: 618-252-5400

**Southeastern Illinois College
2018-2019 Accreditation Review Evidence Document**

Document Title: Annual Assessment Activity Report 2017-2018

Office of Origin: Academic Affairs

Document Summary: The Annual Assessment Activity Report for 2017-2018

Annual Assessment Activity Report

2017-2018

Southeastern Illinois College

Faculty

Students

Staff

• *Working together to improve daily* •



**2017-2018 Assessment Annual Report:
A Review of Assessment Activities and Progress**

Introduction

Assessment ensures improvement and accountability. Southeastern Illinois College firmly believes that assessment provides an opportunity for an entire campus to engage in self-reflection of its learning goals and to measure the degree to which these goals correspond to student needs. The process of assessment also offers an evaluation of activities, products, performances, and strategies to determine if they meet, exceed or fall short of expectations. Assessment provides information to students about the knowledge, skills and other attributes they can expect to possess after successfully completing coursework. Additionally, assessment provides SIC faculty and staff with evidence that remains helpful in determining what works and what needs modification for student improvement and success. SIC regularly participates in assessment to remain accountable to its students as part of an effort toward consistent improvement.

SIC's assessment committee is a major part of the institutional process and serves as a regulatory and review committee whose responsibilities include the assurance that all aspects of the college are routinely and accurately assessed and evaluated. The assessment committee is a college-wide committee comprised of 20 members, including a mix of administration, faculty, and staff. The assessment committee is led by the "A Team", which is chaired by an Academic Advisor (Dr. Tyler Billman), the Executive Dean of Academic Services (Gina Sirach), a Math/Science faculty member/Division Chair (Jason Fitzgerald), and a Humanities faculty member/Division Chair (Allan Kimball). The Vice President of Academic Affairs (Dr. Karen Weiss) serves as an advisor for the "A Team". This group provides direction and leadership for the committee, keeping the assessment process on track and ensuring quality.

This annual report will give a review of the assessment activities and progress that occurred during the 2017-2018 academic year. This report will detail new assessment activity specific to the 2017-2018 academic year, highlight instructional assessment by division, display non-instructional assessment by department area, as well as provide specific information about future plans in assessment for the institution.

New Assessment Activity for 2017-2018

The following highlights new assessment activity specific to the 2017-2018 academic year. While assessment has been ongoing at SIC for decades, there is constant innovation and new ideas in the process. For the 2017-2018 academic year, new assessment activity included a focus on co-curricular assessment and the implementation of an e-newsletter, *Assessment in Action*.

Co-Curricular Assessment

Co-curricular programs play a significant role in student learning, make a difference in academic success, promote retention and persistence, as well as enhance cognitive and affective development (Bates, Lundquist, Robertson, Urban, & Voss, 2014). Co-Curricular assessment provides SIC with a broader picture of our students' total and wide-ranging learning experiences. Specifically, SIC has defined its co-curricular assessment to be any student organization on campus that is funded by the institution's Student Government. These organizations will have a rotation and will undergo a peer review process each time it is their year to assess. The co-curricular peer review schedule operated in the 2017-2018 academic year as follows and will continue to do so as shown from this chart:

| <i>Co-Curricular Programs (rotation)</i> | 2017-2018 | 2018-2019 | 2019-2020 |
|---|------------------|------------------|------------------|
| Art Club | X | | X |
| Cosmetology Club | X | | X |
| Education Club | X | | X |
| Math and Science Club | X | | X |
| Student Government | X | | X |
| Theta Sigma Phi | X | | X |
| B.A.S.I.C. | | X | |
| Early Childhood Club | | X | |
| Nursing Club | | X | |
| PBL | | X | |
| PTK | | X | |
| Circle K | | X | |

Outstanding assessment projects for co-curricular programs will be highlighted under the non-instructional assessment section of this document.

Assessment in Action

Although higher education institutions often engage in assessment practices, open communication about specific plans to improve student learning is rare. In fact, “higher education professionals benefit from having applied examples of demonstrably improving student learning at the academic program level” (Smith, Good, Sanchez, & Fuller, 2015, p. 16). Because of this, the Assessment Chair compiles plans from a specific division or department and sends an e-newsletter, *Assessment in Action*, to keep the campus community aware and involved on the current happenings in assessment on the SIC campus. The e-newsletter has had a positive response from faculty and staff, many of which are utilizing the communication tool to enhance division and department meetings. Additionally, this tool is vital in making sure rich conversations about assessment stay active between colleagues.

Achievement in Assessment Award

While the award was established during the 2016-2017 academic year, it is important to highlight the achievements of the 2017-2018 academic year winner as it is awarded annually.

To review, the award was given to reward good work in assessment. The winner was based on number of nominations. The nominee did not have to be on the assessment committee. The 2017-2018 Achievement in Assessment Award winner went to Clinton Cory Garmane. Mr. Garmane is the Director of Music at SIC and was selected because he, as his nomination letter stated, “embraces assessment for student learning. His plans are very thorough and it is obvious that he views assessment as an integral part of instruction and crucial for student learning.” The assessment committee plans to continue to implement the award on a yearly basis.

Review of 2017-2018 Instructional Assessment

The following narrative highlights assessment activities for the 2017-2018 academic year for each instructional division. This is a brief snapshot of every instructional division at SIC. While not every assessment project within those divisions is featured in this document, complete plans and results for every department and academic discipline can be viewed in Intrinsic.

Humanities

Music students who were part of the SIC concert choir demonstrated the ability to sing respective vocal parts in both sectional and mixed-part rehearsals as well as improving upon concepts in proper choral singing. Scheduled small mixed-group performance rehearsals were scheduled periodically throughout the semester. The director listened to ensure that each individual choir member was able to maintain his/her part while performing with other singers. Students were asked to peer-review what they have observed during selected rehearsals and were asked to provide a rating. In addition to the rating, the students were asked to provide a constructive critique of the ensemble and a self-critique of their personal involvement. While sections grew stronger as weeks progressed, the instructor felt the students never gained the full

independence desired. As the instructor noted, “these results prove that more time needs to be given to sectional rehearsals. Students who show great strengths in leadership will be selected to head up each section and to direct individual rehearsals with their sections.”

Students demonstrated proficiency in drafting interesting, creative written introductions in **English**. In groups, students developed written introductions, which could have been used in a descriptive essay regarding a prop provided by the instructor. Based entirely on the written introduction, classmates were able to match written introductions with the provided prop with 100% accuracy, more than achieving the criteria for success. In groups, students edited their written work to eliminate vague and abstract language in written introductions. As the instructor noted when describing their use of results, “Students seemed to easily grasp the concept of concrete and specific language when describing concrete, tangible objects. It seemed also to help that the objects were anthropomorphic toys, which pointed writers toward familiar interactions such as fights and friendships. It may help to begin discussions of narrative using simplified prompts and props before students create personal narratives based on their own ephemeral memories.”

Art students demonstrated an understanding of their role in communicating with their viewer social awareness, using the principles of design and collage techniques. This was presented in the form of a design problem lesson involving aesthetic creativity. Additionally, students created a painting that challenged modern ideas of aesthetic creativity. The connotation or denotation must relate in some way to the environment. A written critique was used to score the paintings along with a 50-point rubric, in which the students ranged from 40-50, attaining criteria for success. Finally, students engaged in an in-class discussion of an artist that challenged modern notions of aesthetics. The instructor noted that “the students were very creative and successful with their role of communicating social awareness to the viewer.”

Social Science, Business and Education

The **History** department focused on using educational assessment methods to demonstrate social awareness and an awareness of aesthetic creativity. In History 122, Western Civilization I, students demonstrated an awareness of aesthetic creativity by composing essays on Sophocles' *Antigone*, which demonstrated a cognizance of his "Aesthetic of Authoritarianism" and successfully scored 2.26/3.0 in an analysis of their written papers. Students in the same class also demonstrated their mindfulness of aesthetic creativity by composing a paper in which they demonstrated an awareness of Shakespeare's "Aesthetic of Individual Consciousness" by scoring 2.41/3.0 on their paper.

Early Childhood Education students demonstrated competencies for ECE levels 2, 3 and 5 in the Gateways Competencies Assessment by completing the "Ages and Stages Questionnaire" assessment and "Child Study Post Reflection." The students in ECE 141 Child Development successfully met the assessment criteria with 100% competency. Since it was the first time the assessment was used and the stakes were high to meet the criteria for Levels 2, 3 and 5, the instructor provided more than usual guidance and technical writing support in advance of the submission of the assignments to make sure everyone was aware of the specific criteria they needed to meet. The online ECE 141 section received regular written notes for clarification and guidance. The instructor met with students who needed assistance via phone and the online platform, JoinMe. Students were encouraged to send drafts of the assignment so the instructor could proofread and return for revisions.

Sociology 121 students demonstrated an understanding of a broad cross section of the discipline of sociology (which directly translated from Greek means the study of society) with a special focus on the sociological imagination. Students in Sociology 121 were given a pre-test/post-test instrument that measured the level of content mastery at the beginning and then again at the end of the course. A baseline of the students' awareness of a broad cross section of the discipline of sociology with a special focus on the sociological imagination was established via a

pre-test through test-embedded questions. The overall class average on the questions was 37% (while students averaged a 58% on the post-test.) A 21% improvement but falling short of the stated goal of 25% improvement.

Math, Science & Technology

Biology students in BIOL 222 created color sketches of several different organisms viewed in lab using a microscope. Student sketches were evaluated for five different labs: Prokaryotes, Protozoa, Algae, Fungi, and Lower plants. Most students performed above expectations on their sketches, however not all students exceeded the criteria for success. To remedy this, the instructor plans to have the students show him their sketches prior to leaving the lab to ensure that their sketches are accurate.

Physics students in PHYS 221 constructed a working trebuchet from scratch, using the problem solving skills learned in class. Students used four general qualities for the project, but had to rely on problem solving and critical thinking to produce a trebuchet that had all four qualities. The trebuchet project was completed by students who fulfilled rubric requirements at an average of 100%. This is well above the 90% expected results.

Students in **Information Technology** increased knowledge of IT topics, including social awareness, by targeting the area of professional standards and ethics. This pre and post-test assessment showed that there was an average gain of 16.38%, exceeding the targeted goal of 15%. The instructor noted that the results indicated that students are learning ethical and professional behavior at an acceptable rate. This information is critical for students to know when entering the work environment.

Nursing and Allied Health

Students in the **Practical Nursing** program completed an Entrance *Medical Terminology* exercise during the Fall Assessment Day in October 2017 and an Exit *Medical Terminology* exercise at the end of the program in June/July 2018. The *Medical Terminology* exercise included

two case scenarios with short answers in addition to defining abbreviations and terms utilized in the case scenarios. Fifty three (53) students completed the *Medical Terminology* exercise on the Fall Assessment Day in October 2017. The class average was 83% with the lowest score being a 40% and three (3) students with a 100%. Twenty seven (27) students completed the *Medical Terminology* exercise at the end of the program in June/July 2018. The class average was a 93% with the lowest score being an 80% and eight (8) students with a 100%.

Cosmetology students completed a basic manicure service that included application of base coats and two coats of polish. The rubric includes steps for correct assembly of supplies, preparation of the client's nail and skin, and professional application of nail color. The students initially completed the skill in September of 2017 with an overall course average of 35%. The skill was repeated at the end of COS 172 in October of 2017 with an overall course average of 100%. The students felt that the step-by-step rubrics were useful in instruction of the correct order of the steps of the skills. Similar rubrics will be used for future skills.

Review of 2017-2018 Non-Instructional Assessment

The following narrative highlights assessment activities for the 2017-2018 academic year for each non-instructional area. This is a brief snapshot of every non-instructional unit at SIC. While not every assessment project within those units is featured in this document, complete plans and results for every department can be viewed in Intrinsic.

Co-Curricular

Student Government engaged problem solving by improving the Student Food Pantry (Freddie's Pantry) on campus. Campus hunger continues to be a problem both nationally and locally on campus. Despite this problem, few of Southeastern's students utilized the pantry during its first year of operation. To address this issue, Student Government took over the responsibility of Freddie's Pantry to gain student traction. The Student Senate, with direction from advisors and administrative Cabinet, revised the pantry's policy and procedures to respond to student needs on

campus. From this, new policies and procedures were developed and helped to improve student use of the food pantry.

Members of **Theta Sigma Phi** participated in their “Learning on Location” trip to New York City and demonstrated a greater understanding of professional theatrical productions. The instructor provided a discussion forum, in which all students responded to the productions they saw. The majority of the students were performers in the SIC theatre department, and felt that having performance experience enhanced their watching of a Broadway show. Students, however, felt they had little insight into the inner workings of a professional production and were not disappointed in what they learned, gaining a chance to go backstage after one of the productions to learn about the technical elements of the show.

Student Affairs

Enrollment Services studied the waitlist process to ensure sufficient opportunity for students to enroll in courses. From the number of courses with students waitlisted, Enrollment Services determined the number of instructors who allowed extra seats to be added to their respective courses. Of the 24 instructors emailed by Executive Dean Gina Sirach asking permission to accommodate the waitlisted students, 21 instructors (87.5%) allowed additional seats to be added, two instructors (8.33%) did not allow extra seats, and one instructor (4.27%) was able to move the waitlisted students to an open section. By allowing the waitlisted students to be added, the institution was able to generate tuition and fee dollars, as well as equalization and reimbursement to students who likely would not have had a seat in his/her respective waitlisted courses.

Efforts in **Recruitment and Dual Credit** focused on Welding and Diesel Technology courses. The goal was to maintain and increase the number of dual credit students in the CTE afternoon Welding and Diesel Tech programs from 2017 to 2018 to sustain opportunities, completion and retention rates for dual credit students. From Fall 2017 to Fall 2018, there was an

increase of zero Diesel Tech dual credit students to 16 total, well above the two percent increase projection. With Welding dual credit, the number decreased from 14 students in fall 2017 to 9 in fall 2018, not meeting the two percent increase. Using these results, this data will be re-evaluated for 2018-2019 to see that numbers remain at or increase by one percent from what they are now, to account for class size.

Students in SIC's **TRiO/Student Support Services** program who met with the TRiO SSS Advisor completed a Personal Improvement Plan and discussed four year institutions they were interested in attending, with several submitting applications and being accepted. According to the Blumen system, more than 17% of TRiO/Student Support Services students submitted applications to a four-year university, meeting the criteria for success.

President's Office, Business Office and Services

The **IT Office** focused their assessment on student, faculty and staff safety, enhancing notifications in the event of an armed intruder on campus. Some faculty and staff were assigned to an Armed Intruder Launch Group and were trained to participate in test launches. Nineteen faculty and staff, representing a geographic cross-section of the campus, were trained on launching an armed intruder emergency notification. The IT office utilized character counts when scripting messages to make sure the message did not exceed the recommended limit for SMS text messages. All (100%) of the emergency notification messages launched were received as scripted by the college.

Marketing focused their assessment on connecting with district high schools via website links. A spreadsheet was created listing school websites, SIC link present or recommended, location of the link on the HS website and contact information. As research commenced, it was found that in some cases, there was an appropriate place for www.sic.edu/scholarships to be added to the pages. Even though the results of the web analytics were not as promising as hoped, SIC marketing has created a bit more awareness with counselors to have the scholarships link available

on their websites.

Foundation and Alumni worked to increase fundraising and community involvement by hosting a joint event with a local hospital to help fund scholarships. A “Friendly Feud” – a spin off of “Family Feud” – between SIC and Harrisburg Medical Center at a local establishment. While the criteria for success was \$8,000 and the total income for the event was \$7,532.50, the assessment of the activity proved that positive relations between HMC and SIC will help in other fundraising measures. There was also a post-interview with HMC employees with positive feedback with areas for improvement for future events indicated.

The **Business Office** focused their attention on reducing the amount of sales tax paid by the College on tax-exempt sales on credit card purchases in order to remain fiscally conservative to better serve students. A copy of the Sales Tax Exemption Certificate was emailed to all credit card users on September 13, 2017. Because of this notification and monitoring, there was a 62% decrease in the amount of sales tax paid on tax-exempt sales. The Business Office will continue to monitor sales tax paid on tax-exempt sales.

Moving Forward: Next Steps in Assessment

SIC Employee Assessment Training

One area of improvement that Southeastern will be enhancing is the ways in which we train our employees on assessment. In Spring 2019, Southeastern will upload a video to our website that will feature a lecture on the importance of assessment and also how to navigate our assessment form. Additionally, the video will be a tutorial on best practices in assessment and how to get started on an assessment project. This video tutorial will not only help full-time employees, but will also benefit adjunct instructors who might not live close to campus or have access to full-time employee help. This video tutorial will not only be beneficial due to accessibility, but it will also give those watching the opportunity to work on their assessment project while going through the tutorial step by step. The ability to start and stop a video, versus a live lecture, might prove

beneficial for those employees that need additional time and attention.

Visualizing the Assessment Process

While documents such as this one will help communicate the importance of assessment at the institution, the A-Team will also be constructing a visual representation of the assessment process at Southeastern. This model will be displayed in a location where students, faculty and staff can clearly see the steps of assessment that Southeastern takes in order to make improvements daily. This effort is not only important to remind faculty and staff of the process, but to notify students that their success is our top priority and SIC employees are wanting to continually improve their practices to better serve them.

Conclusion

This report reviewed instructional divisions and non-instructional units assessment projects over the 2017-2018 academic year. This summary detailed findings that showed student improvement in a variety of ways across the Southeastern Illinois College campus. Additionally, new improvements and future steps toward advancing assessment at the College were established. Assessment is an ongoing, living, breathing cycle that influences the ways employees of Southeastern engage, interact and communicate to students. It is an important facet to ensuring quality to the students of the College and to the community. Assessment is critical to Southeastern Illinois College and its employees and staff are committed to the efforts it requires.

References

- Bates, K., Lundquist, A., Robertson, C., Urban, E., & Voss, C. (2014). Beyond Satisfaction: Assessing (Learning and Other) Outcomes in Co-Curricular Areas. Western Michigan University assessment in action conference. Retrieved from:
http://scholarworks.wmich.edu/assessment_day/30/
- Smith, K. L., Good, M. R., Sanchez, E. H., & Fulcher, K. H. (2015). Communication is key: Unpacking use of assessment results to improve student learning. *Research & Practice in Assessment*. 10, 15-29.

Southeastern Illinois College
2018-2019 Accreditation Review Evidence Document

Document Title: Assessment

Office of Origin:

Document Summary: PDF screenshot of SIC's Assessment webpages.

<http://www.sic.edu/accountability/assessment>

<https://intrinsic.sic.edu/assessment/default.aspx>

[Home](#) › [Accountability](#) › Assessment

ASSESSMENT

Assessment at Southeastern is an on-going, continuous quality improvement effort that has become a part of the institutional culture. The assessment cycle is tied to budgeting and strategic planning so that these three vital elements work in tandem to keep the institution focused on accomplishing its mission in every aspect of its operation. The process is led by the "A-Team", a group of five faculty members and academic administrators. Southeastern's assessment process has been working well for a number of years, and was described by the Higher Learning Commission's peer review team in 2008 as "exemplary".

Institutional Assessment Plan

This document describes the assessment process.

Annual Assessment Activity Report 2016-2017

This annual report will give a review of the assessment activities and progress that occurred during the 2016-2017 academic year.

| <u>Assessment Mission</u> | <u>Committee Membership</u> | <u>Calendar</u> |
|--|------------------------------------|-------------------------|
| <u>Departmental Plans and Results</u> | <u>Program Review</u> | <u>Resources</u> |

intrinSIC > Assessment

Assessment Result and Reports

2018-2019 Assessment Projects

[New](#)
[Upload](#)
[Sync](#)
[Share](#)
[More](#)
[Current View](#)
[***](#)

☒
☐ Name
 Modified
 Modified By

Drag files here to upload

Assessment Committee Minutes 2018-2019

[New](#)
[Upload](#)
[Sync](#)
[Share](#)
[More](#)
[Current View](#)
[***](#)

☒
☐ Name
 Modified
 Modified By

☐ Assessment Committee Minutes 8.10.18






 August 15
 ☐ Katie Dusch

Drag files here to upload

2017-2018 Assessment Projects

[New](#)
[Upload](#)
[Sync](#)
[Share](#)
[More](#)
[Current View](#)
[***](#)

| <input checked="" type="checkbox"/> | <input type="checkbox"/> Name | Modified | Modified By |
|-------------------------------------|---------------------------------------|---------------------|-----------------|
| <input type="checkbox"/> | 17-18Plan-ADA | *** January 19 | *** Katie Dusch |
| <input type="checkbox"/> | 17-18Plan-ADN | *** January 19 | *** Katie Dusch |
| <input type="checkbox"/> | 17-18Plan-Advisement | *** January 19 | *** Katie Dusch |
| <input type="checkbox"/> | 17-18Plan-Art Club | *** January 19 | *** Katie Dusch |
| <input type="checkbox"/> | 17-18Plan-Art | *** January 19 | *** Katie Dusch |
| <input type="checkbox"/> | 17-18Plan-Athletics | *** January 19 | *** Katie Dusch |
| <input type="checkbox"/> | 17-18Plan-Biofuels | *** January 19 | *** Katie Dusch |
| <input type="checkbox"/> | 17-18Plan-Biology | *** January 19 | *** Katie Dusch |
| <input type="checkbox"/> | 17-18Plan-Bookstore | *** January 19 | *** Katie Dusch |
| <input type="checkbox"/> | 17-18Plan-Bookstore_SMR | *** January 19 | *** Katie Dusch |
| <input type="checkbox"/> | 17-18Plan-Business Office | *** January 19 | *** Katie Dusch |
| <input type="checkbox"/> | 17-18Plan-Business | *** January 19 | *** Katie Dusch |
| <input type="checkbox"/> | 17-18Plan-Chemistry | *** January 19 | *** Katie Dusch |
| <input type="checkbox"/> | 17-18Plan-CNA | *** January 19 | *** Katie Dusch |
| <input type="checkbox"/> | 17-18Plan-Communication (Cummins) | *** January 19 | *** Katie Dusch |
| <input type="checkbox"/> | 17-18Plan-Community Ed | *** January 19 | *** Katie Dusch |
| <input type="checkbox"/> | 17-18Plan-Cos Club | *** January 19 | *** Katie Dusch |
| <input type="checkbox"/> | 17-18Plan-Cos | *** October 3, 2017 | *** Katie Dusch |
| <input type="checkbox"/> | 17-18Plan-Cosmetology | *** January 19 | *** Katie Dusch |
| <input type="checkbox"/> | 17-18Plan-Criminal Justice | *** January 19 | *** Katie Dusch |
| <input type="checkbox"/> | 17-18Plan-Diesel Technology | *** January 19 | *** Katie Dusch |
| <input type="checkbox"/> | 17-18Plan-Dual Credit and Recruitment | *** January 19 | *** Katie Dusch |
| <input type="checkbox"/> | 17-18Plan-ECE | *** January 19 | *** Katie Dusch |
| <input type="checkbox"/> | 17-18Plan-Education Club | *** January 19 | *** Katie Dusch |
| <input type="checkbox"/> | 17-18Plan-English (Billman) | *** January 19 | *** Katie Dusch |
| <input type="checkbox"/> | 17-18Plan-English (Fowler) | *** January 19 | *** Katie Dusch |

| ✓ |  | Name | Modified | Modified By |
|---|---|----------------------------------|----------------|---|
| |  | 17-18Plan-English (Parish) | ... January 19 |  Katie Dusch |
| |  | 17-18Plan-Enrollment Services | ... January 19 |  Katie Dusch |
| |  | 17-18Plan-Environmental Services | ... January 19 |  Katie Dusch |
| |  | 17-18Plan-Falcon Pointe Bistro | ... January 19 |  Katie Dusch |








Drag files here to upload

1 - 30 

Assessment Committee Minutes 2017-2018





























































 New  Upload  Sync  Share More 

Current View  

| ✓ |  | Name | Modified | Modified By |
|---|---|---------------------------------------|----------------------|---|
| |  | Assessment Committee Minutes 10.19.17 | ... October 25, 2017 |  Cara Lehman |
| |  | Assessment Committee Minutes 4.26.18 | ... April 30 |  Katie Dusch |
| |  | Assessment Committee Minutes 8.11.17 | ... August 25, 2017 |  Katie Dusch |

Drag files here to upload












2016-2017 Assessment Projects

| Type | Name | Modified By |
|---|---|---|
|  | 16-17Plan-Workforce |  Katie Dusch |
|  | 16-17Plan-TargetAreas_MathScience |  Katie Dusch |
|  | 16-17Plan-VET |  Katie Dusch |
|  | 16-17Plan-Welding |  Katie Dusch |
|  | 16-17Plan-White County Center |  Katie Dusch |
|  | 16-17Plan-TRIO_SSS |  Katie Dusch |
|  | 16-17Plan-VPAC |  Katie Dusch |
|  | 16-17Plan-Theatre |  Katie Dusch |
|  | 16-17Plan-Practical Nursing |  Katie Dusch |
|  | 16-17Plan-Spanish |  Katie Dusch |
|  | 16-17Plan-Student Activities |  Katie Dusch |
|  | 16-17Plan-Sociology |  Katie Dusch |
|  | 16-17Plan-Psychology |  Katie Dusch |
|  | 16-17Plan-Music |  Katie Dusch |
|  | 16-17Plan-Philosophy |  Katie Dusch |
|  | 16-17Plan-MLT |  Katie Dusch |
|  | 16-17Plan-OTA |  Katie Dusch |
|  | 16-17Plan-Physical Education and Fitness Center |  Katie Dusch |
|  | 16-17Plan-Philosophy PHIL 122 |  Katie Dusch |
|  | 16-17Plan-Media Services |  Katie Dusch |
|  | 16-17Plan-MJOCCS |  Katie Dusch |
|  | 16-17Plan-Marketing |  Katie Dusch |
|  | 16-17Plan-Library |  Katie Dusch |
|  | 16-17Plan-Media Services Result Survey.docx |  Katie Dusch |
|  | 16-17Plan-Media Services Review Schedule.docx |  Katie Dusch |
|  | 16-17Plan-History |  Katie Dusch |
|  | 16-17Plan-Hygiene |  Katie Dusch |
|  | 16-17Plan-IT Office |  Katie Dusch |
|  | 16-17Plan-GenEd_MathScience |  Katie Dusch |
|  | 16-17Plan-Information Technology |  Katie Dusch |

(More Documents...)

 Add document

Assessment Committee Minutes 2016-2017

| Type | Name | Modified By |
|--|--|--------------------------------------|
|  | October 2016 Minutes | <input type="checkbox"/> Cara Lehman |
|  | Roles and responsibilities of assessment comm member | <input type="checkbox"/> Cara Lehman |
|  | A Team Meeting, 8.22.16 | <input type="checkbox"/> Cara Lehman |
|  | ASSESSMENT COMMITTEE calendar 2016 2017 | <input type="checkbox"/> Cara Lehman |
|  | Assessment Committee List | <input type="checkbox"/> Cara Lehman |
|  | Assessment_Process_and_Procedures_Manual_2016_revision_2.1 | <input type="checkbox"/> Cara Lehman |
|  | August 12 Agenda | <input type="checkbox"/> Cara Lehman |
|  | Closing the Loop | <input type="checkbox"/> Cara Lehman |
|  | October 12 Agenda | <input type="checkbox"/> Cara Lehman |
|  | August 2016 Minutes | <input type="checkbox"/> Cara Lehman |
|  Add document | | |

2015-2016 Assessment Projects

Assessment Committee Minutes 2015-2016

2014-2015 Assessment Projects

Assessment Committee Minutes 2014-2015

Assessment Committee Minutes 2013-2014

2013-2014 Assessment Project

Assessment Committee Minutes 2012-2013

2012-2013 Assessment Projects

2011-2012 Assessment Projects

Assessment Committee Minutes 2011-2012

2010-2011AssessmentProjects

Assessment Committee Minutes 2010-2011

09-10_Assessment_Projects

08-09_Assessment_Projects

AssessmentCommitteeDocuments

09-10Plans

08-09Results











08-09Plans

07-08AssessmentProjects

Assessment Plan - March 31, 2006







FORMS

| Type | Name | Modified By |
|---|------------------------------------|--------------------------------------|
|  | 18-19Plan-Template | <input type="checkbox"/> Katie Dusch |
|  | 17-18Plan-Template | <input type="checkbox"/> Cara Lehman |

| | |
|--|------------------------------------|
|  | 16-17Plan-Template |
|  | 15-16Plan-Template |
|  | 14-15Plan-Template |
|  | 13-14Plan-Template |
|  | 12-13Plan-Template |
|  | 11-12Plan-Template |
|  | 10-11Plan-Template |
|  | 09-10Plan-Template |
|  | 08-09Plan-Template |
|  Add document | |

| | |
|--------------------------|----------------|
| <input type="checkbox"/> | Cara Lehman |
| <input type="checkbox"/> | Peggy McDowell |
| <input type="checkbox"/> | Peggy McDowell |
| <input type="checkbox"/> | Peggy McDowell |
| <input type="checkbox"/> | Peggy McDowell |
| <input type="checkbox"/> | Peggy McDowell |
| <input type="checkbox"/> | Peggy McDowell |
| <input type="checkbox"/> | Greg Hall |
| <input type="checkbox"/> | Greg Hall |

AssessmentArchives

| Type | Name |
|--|--|
|  | 00-5ColumnDocuments |
|  | 07-08AssessmentDocuments |
|  | 04-05AssessmentDocuments |
|  | 05-06AssessmentDocuments |
|  | 06-07AssessmentDocuments |
| (More Documents...) | |
|  Add document | |

| | |
|--------------------------|-------------|
| <input type="checkbox"/> | Modified By |
| <input type="checkbox"/> | Greg Hall |
| <input type="checkbox"/> | Greg Hall |
| <input type="checkbox"/> | Greg Hall |
| <input type="checkbox"/> | Greg Hall |
| <input type="checkbox"/> | Greg Hall |

Southeastern Illinois College
2018-2019 Accreditation Review Evidence Document

Document Title: College Navigator website

Office of Origin: Information Technology Office

Document Summary:

National Center for Education Statistics website, specific to retention and graduation rates for Southeastern Illinois College at this URL address:

<https://nces.ed.gov/collegenavigator/?q=Southeastern+Illinois+College&s=all&id=148937#retgrad>

Sort by: ▼ [Name](#) [City](#) [State](#)

One Result

Southeastern Illinois College
Harrisburg, Illinois

Showing All Results

[English](#) | [Español](#) | [About](#) | [Search Plug-in](#)[College Navigator Home](#) | [College Costs](#) | [Prepare](#) | [Financial Aid](#) | [Careers](#)

Explore the Institute of Education Sciences

IES

[Home](#)[About](#)[Publications](#)[Data](#)[Funding](#)[News](#)

IES Centers

[NCEE](#)[NCER](#)[NCES](#)[Home](#)[About](#)[Programs](#)[Publications](#)[Data](#)[Data Training](#)[School Search](#)[News](#)[Kids' Zone](#)[NCSE](#)

IES Policies and Standards

[Public Access Policy](#)[Privacy and Security](#)[Policies](#)[NCES Statistical Standards](#)[Peer Review Process](#)[ED Data Inventory](#)[Fed Stats](#)

Contact Us

U.S. Department of
Education

Additional Resources

[ERIC](#)[Sitemap](#)[Organizational Chart](#)

utheastern Illinois College
2018-2019 Accreditation Review Evidence Document

Document Title: Institutional Effectiveness Cycle

Office of Origin: Institutional Research and Effectiveness

Document Summary: A copy of the Institutional Effectiveness Cycle Calendar showing the timeline for assessment.

SOUTHEASTERN ILLINOIS COLLEGE INSTITUTIONAL EFFECTIVENESS CYCLE CALENDAR

MISSION: Southeastern Illinois College enhances lifelong learning by providing quality accessible educational programs, cultural enrichment opportunities, and support for economic development.

Academic and Fiscal Year Begins

| | January | February | March | April | May | June | July | August | September | October | November | December |
|---|---|--|--|---|--------------------------------------|---------------------------------------|--|--|---|--|---|--|
| BUDGET e-link: Budget | Authorization by Board of Trustees to Initiate Budget Development Appoint BOT budget committee | Distribute budget e-request information | Engage planning initiatives, assessment results, and other feedback to e-prepare budgets Hold budget hearings | Hold budget hearings | Finish budget hearings | Prepare budget | Prepare budget | Present tentative budget to Board of Trustees | Present final budget to Board of Trustees Public Hearing | | | |
| Misc: | | Tuition recommendation | | | | | Close out previous year budget | Finalize close out Begin new audit | Audit continues Present audit to Board of Trustees | Present tax levy to Board of Trustees | Accept annual audit Certificate of tax levy | Accept annual audit Certificate of tax levy |
| STRATEGIC PLANNING e-Link: Strategic Planning | Copies of all plans provided to the Board of Trustees. | Budgeting cycle begins. | Budget development underway Review MFIP | Reporting on progress/ completion of activities provided to VPASA | Progress report compiled. | | Progress report provided to the Board of Trustees. | Calendar distributed and planning begins in all areas. | Planning underway. Cabinet retreat (planning engaged) | Operational plans due. Reviews begin with all groups and revisions made. | Reviews held college wide. | Final revisions and documents completed. |
| ASSESSMENT e-Link: Assessment | | Committee meets to review process and engage planning and budget input as applicable | | Committee meets for end of year review | | | | Prepare assessment plans for current year | Submit assessment plans for current year | Committee submits review of new plans Submit results from previous year | Committee reviews results from previous year as necessary | |
| Program Review e-link: Program Review | Program review hearings held | Program review hearings continue/ Program review follow up reports due | Program review hearings continue | | Update and compile course level data | Update and compile course level data | Report to EDAS data results | | Report: Program Review to ICCB Sept. 1 | Program review information distributed to subcommittees and divisions/ departments | Program review subcommittee work completed | |
| Performance Evaluations | | Evaluations of tenure and tenure-track | Reassessing evaluations including administration | | Spring class evaluations distributed | | | | | | | Fall class evaluations distributed |
| Dashboard / Benchmarks | Update credit hour and 10 th day headcount benchmarks | Update faculty/staff ratio benchmarks | Update retention and transfer rate benchmarks | | Update SRTK – Tuition and Fees BM | Update SRTK – Student Satisfaction BM | | Update annual enrollment and completion | Update recruitment benchmarks and market penetration | Share benchmarks with Strategic Planning Committee | | Update budget benchmarks |



3575 College Road • Harrisburg, Illinois 62946

Telephone: 618-252-5400

**Southeastern Illinois College
2018-2019 Accreditation Review Evidence Document**

Document Title: IPEDS Data Report 2017

Office of Origin: Office of Institutional Research

Document Summary: IPEDS Data Feedback Report for 2017

NATIONAL CENTER FOR EDUCATION STATISTICS

IPEDS DATA FEEDBACK REPORT 2017

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from about 7,000 institutions that provide postsecondary education across the United States. IPEDS collects institution-level data on student enrollment, graduation rates, student charges, program completions, faculty, staff, and finances.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (<http://collegenavigator.ed.gov>), an online tool to aid in the college search process. For more information about IPEDS, see <http://nces.ed.gov/ipeds>.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. The purpose of this report is to provide institutional executives a useful resource and to help improve the quality and comparability of IPEDS data.

What Is in This Report?

As suggested by the IPEDS Technical Review Panel, the figures in this report provide selected indicators for your institution and a comparison group of institutions. The figures are based on data collected during the 2016-17 IPEDS collection cycle and are the most recent data available. This report provides a list of pre-selected comparison group institutions and the criteria used for their selection. Additional information about these indicators and the pre-selected comparison group are provided in the Methodological Notes at the end of the report.

Where Can I Do More with IPEDS Data?

Each institution can access previous Data Feedback Reports as far back as 2005 and customize this latest report by using a different comparison group and IPEDS variables of its choosing. To download archived reports or customize the current Data Feedback Report (DFR), please visit our website at <http://nces.ed.gov/ipeds/Home/UseTheData>.



Shawnee Community College
Ullin, IL



COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution's statistics. If your institution did not define a custom comparison group for this report by July 14, 2017 NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The Customize Data Feedback Report functionality on the IPEDS Data Center at this provided link (<http://nces.ed.gov/ipeds/datacenter/>) can be used to reproduce the figures in this report using different peer groups.

Using some of your institution's characteristics, a group of comparison institutions was selected for you. The characteristics include Associate's Colleges: Mixed Transfer/Career & Technical-High Nontraditional, public and enrollment of a similar size. This comparison group includes the following 29 institutions:

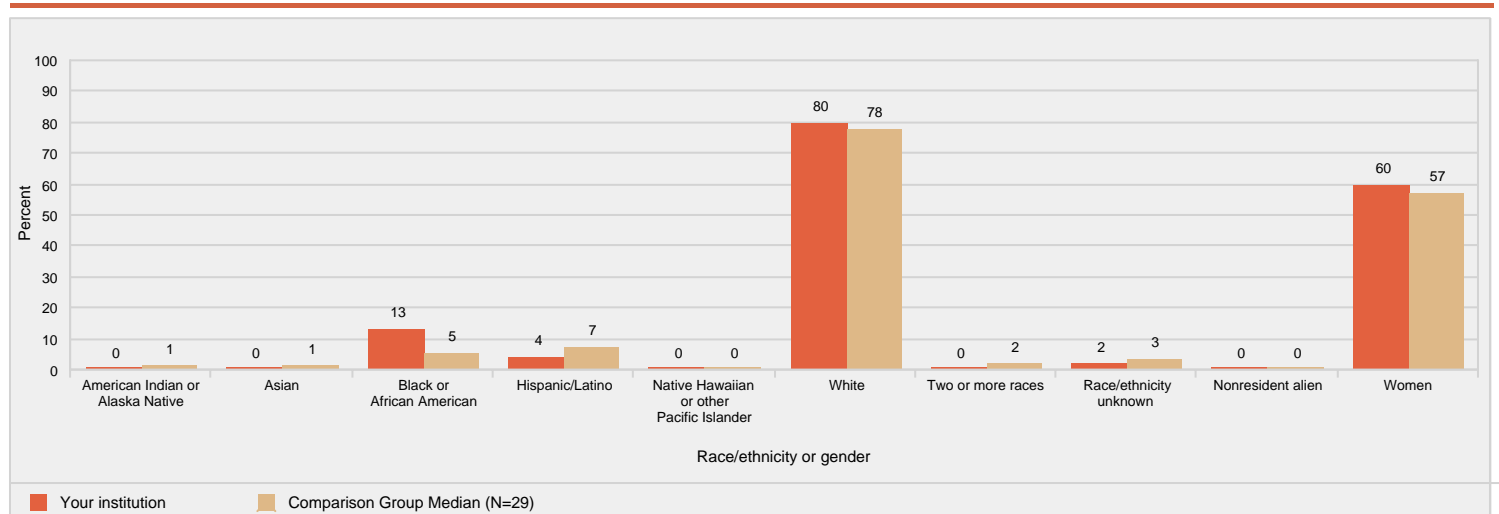
- ▶ Alexandria Technical & Community College (Alexandria, MN)
- ▶ Carl Sandburg College (Galesburg, IL)
- ▶ College of the Siskiyous (Weed, CA)
- ▶ Dodge City Community College (Dodge City, KS)
- ▶ Flathead Valley Community College (Kalispell, MT)
- ▶ Galveston College (Galveston, TX)
- ▶ Highland Community College (Freeport, IL)
- ▶ Iowa Lakes Community College (Estherville, IA)
- ▶ John Wood Community College (Quincy, IL)
- ▶ Kennebec Valley Community College (Fairfield, ME)
- ▶ Klamath Community College (Klamath Falls, OR)
- ▶ Lenoir Community College (Kinston, NC)
- ▶ Marshalltown Community College (Marshalltown, IA)
- ▶ Mid-Plains Community College (North Platte, NE)
- ▶ Pennsylvania Highlands Community College (Johnstown, PA)
- ▶ Richland Community College (Decatur, IL)
- ▶ River Parishes Community College (Gonzales, LA)
- ▶ Sheridan College (Sheridan, WY)
- ▶ South Central College (North Mankato, MN)
- ▶ South Piedmont Community College (Polkton, NC)
- ▶ Southeastern Illinois College (Harrisburg, IL)
- ▶ Southwestern Community College (Sylva, NC)
- ▶ Stanly Community College (Albemarle, NC)
- ▶ Treasure Valley Community College (Ontario, OR)
- ▶ Umpqua Community College (Roseburg, OR)
- ▶ Vernon College (Vernon, TX)
- ▶ Wabash Valley College (Mount Carmel, IL)
- ▶ Western Wyoming Community College (Rock Springs, WY)
- ▶ Wilson Community College (Wilson, NC)

The figures in this report have been organized and ordered into the following topic areas:

| | | |
|--|------------------------------------|----------------|
| 1) Admissions (only for non-open-admissions schools) | [No charts applicable] | |
| 2) Student Enrollment | Fig. 1 and 2 | Pg. 3 |
| 3) Awards | Fig. 3 | Pg. 3 |
| 4) Charges and Net Price | Fig. 4 and 5 | Pg. 4 |
| 5) Student Financial Aid | Fig. 6, 7, 8 and 9 | Pg. 4 and 5 |
| 6) Military Benefits* | [No charts applicable] | |
| 7) Retention and Graduation Rates | Fig. 10, 11, 12, 13, 14, 15 and 16 | Pg. 5, 6 and 7 |
| 8) Finance | Fig. 17 and 18 | Pg. 8 |
| 9) Staff | Fig. 19 and 20 | Pg. 8 |
| 10) Libraries* | [No charts applicable] | |

*These figures only appear in customized Data Feedback Reports (DFR), which are available through Use the Data portal on the IPEDS website.

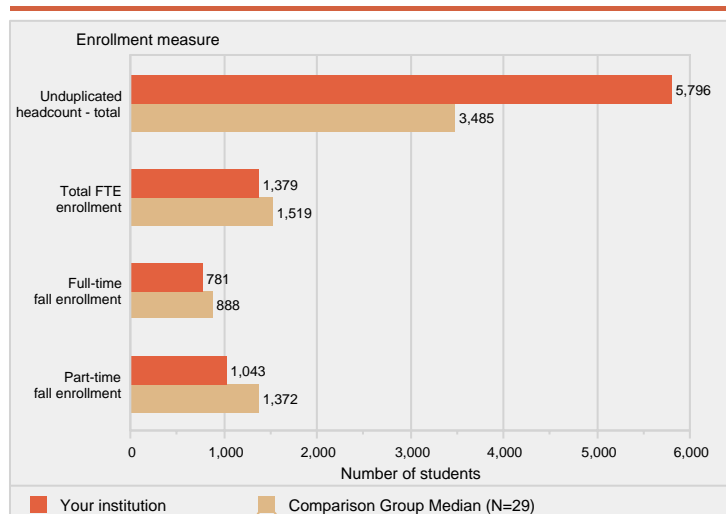
Figure 1. Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2016



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See "Use of Median Values for Comparison Group" for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2017, Fall Enrollment component.

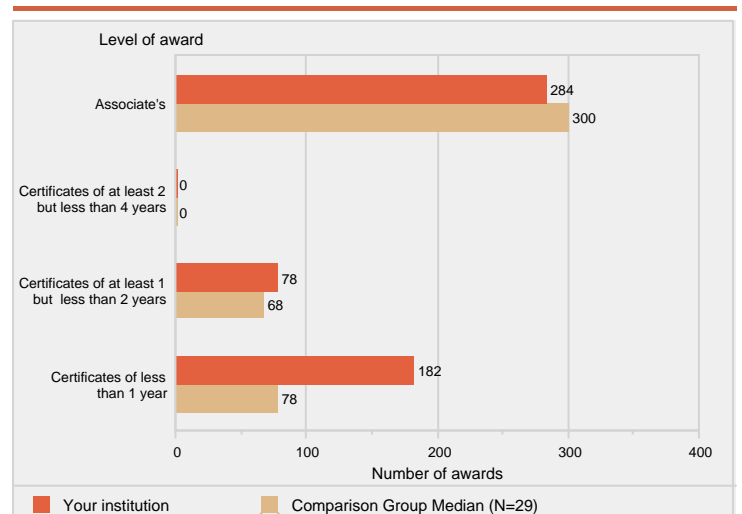
Figure 2. Unduplicated 12-month headcount (2015-16), total FTE enrollment (2015-16), and full- and part-time fall enrollment (Fall 2016)



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2016, 12-month Enrollment component and Spring 2017, Fall Enrollment component.

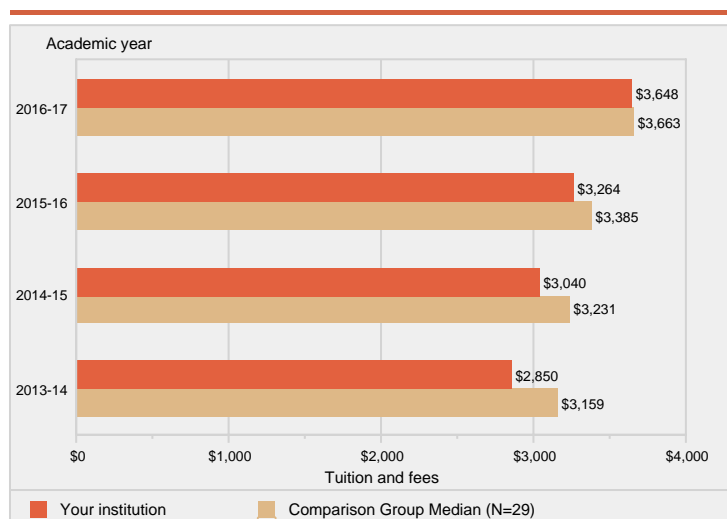
Figure 3. Number of subbaccalaureate degrees and certificates awarded, by level: 2015-16



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2016, Completions component.

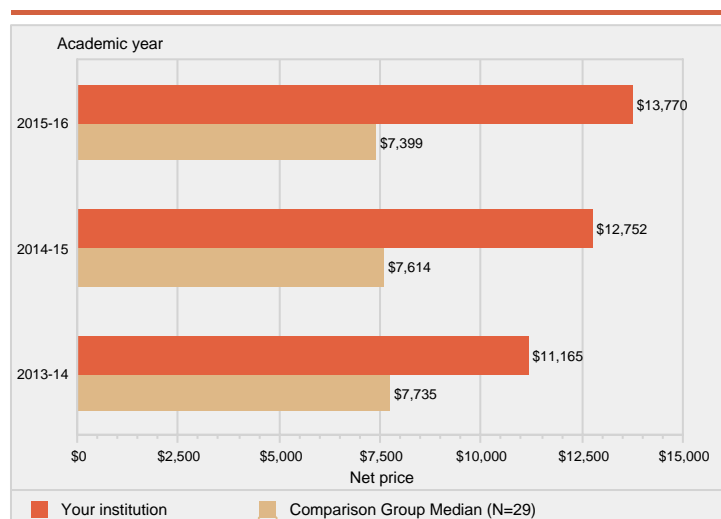
Figure 4. Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2013-14 to 2016-17



NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2016, Institutional Characteristics component.

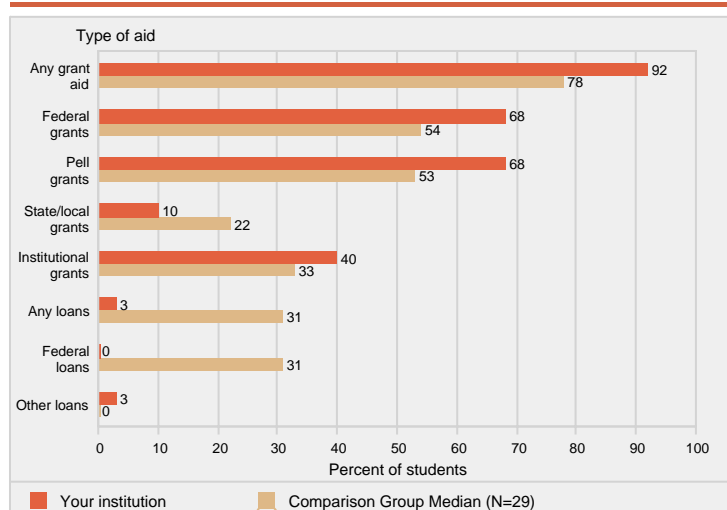
Figure 5. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students, who were awarded grant or scholarship aid: 2013-14 to 2015-16



NOTE: Average net price is for full-time, first-time degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship awarded aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2016, Institutional Characteristics component and Winter 2016-17, Student Financial Aid component.

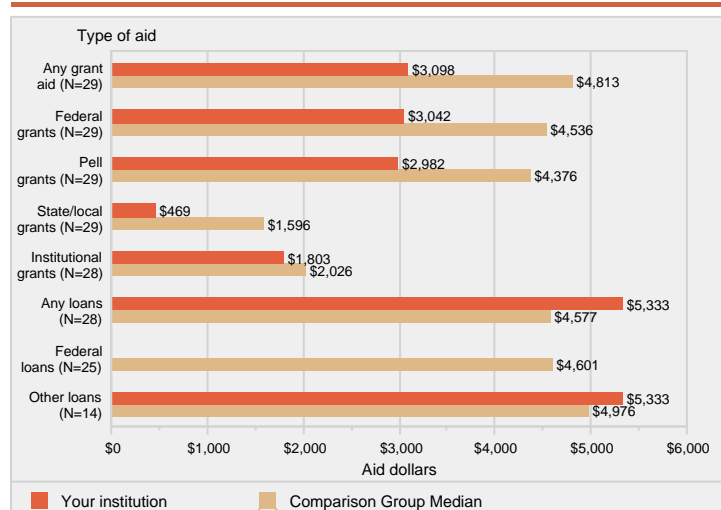
Figure 6. Percent of full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2015-16



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans awarded to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2016-17, Student Financial Aid component.

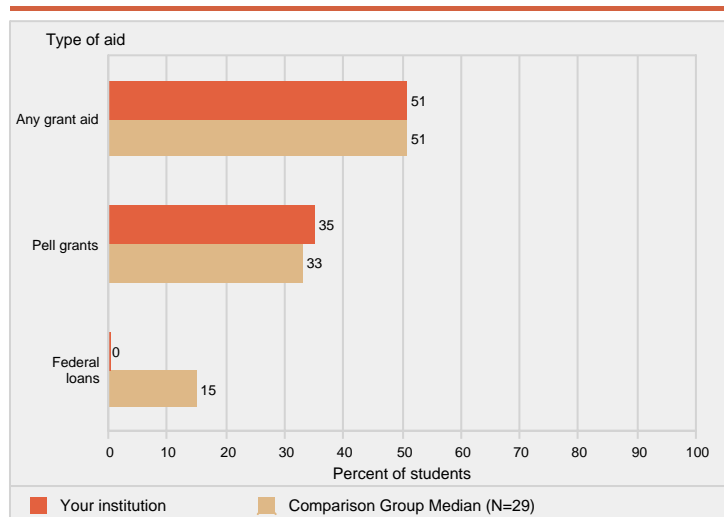
Figure 7. Average amounts of grant or scholarship aid from the federal government, state/local government, or the institution, or loans awarded to full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2015-16



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans awarded to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2016-17, Student Financial Aid component.

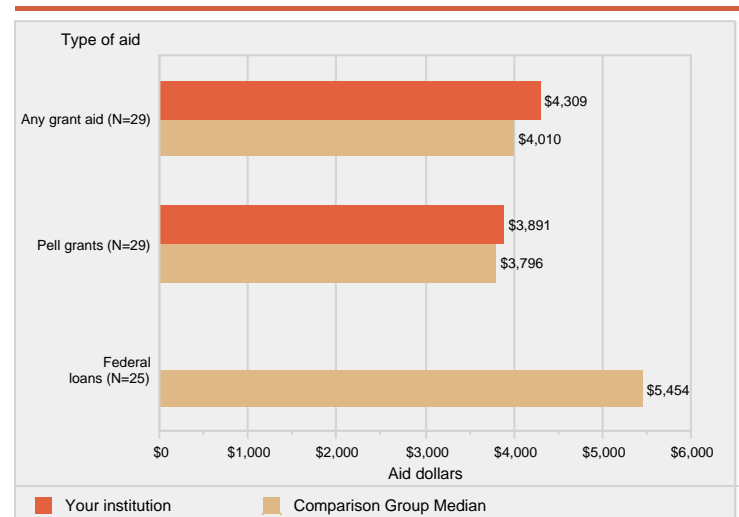
Figure 8. Percent of all undergraduates awarded aid, by type of aid: 2015-16



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, the institution, or other sources. Federal loans includes only federal loans awarded to students. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2016-17, Student Financial Aid component.

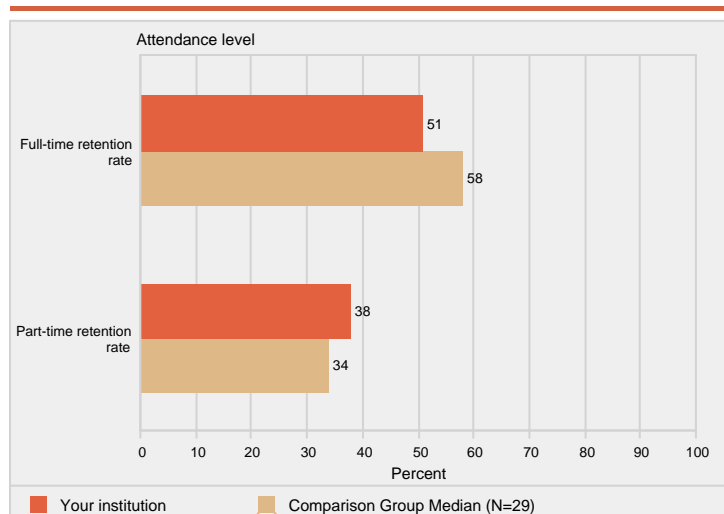
Figure 9. Average amount of aid awarded to all undergraduates, by type of aid: 2015-16



NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2016-17, Student Financial Aid component.

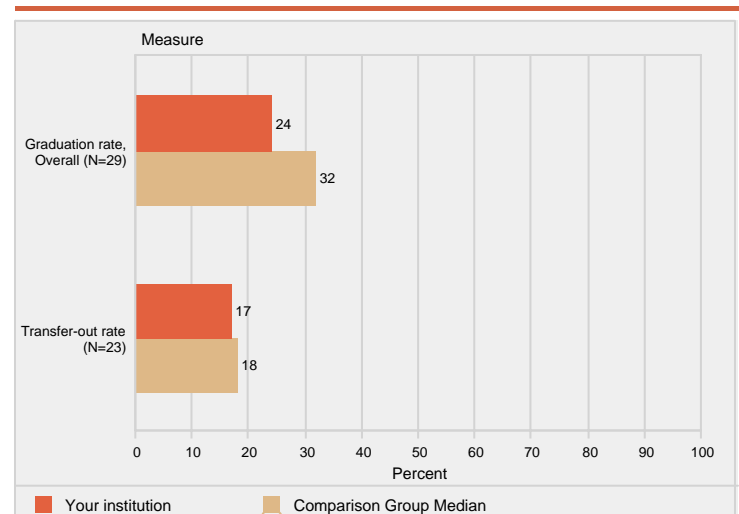
Figure 10. Retention rates of full-time, first time degree/certificate seeking students: Fall 2015 cohort



NOTE: Retention rates are measured from the fall of first enrollment to the following fall. Academic reporting institutions report retention data as of the institution's official fall reporting date or as of October 15, 2015. Program reporters determine the cohort with enrollment any time between August 1-October 31, 2015 and retention based on August 1, 2016. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2017, Fall Enrollment component.

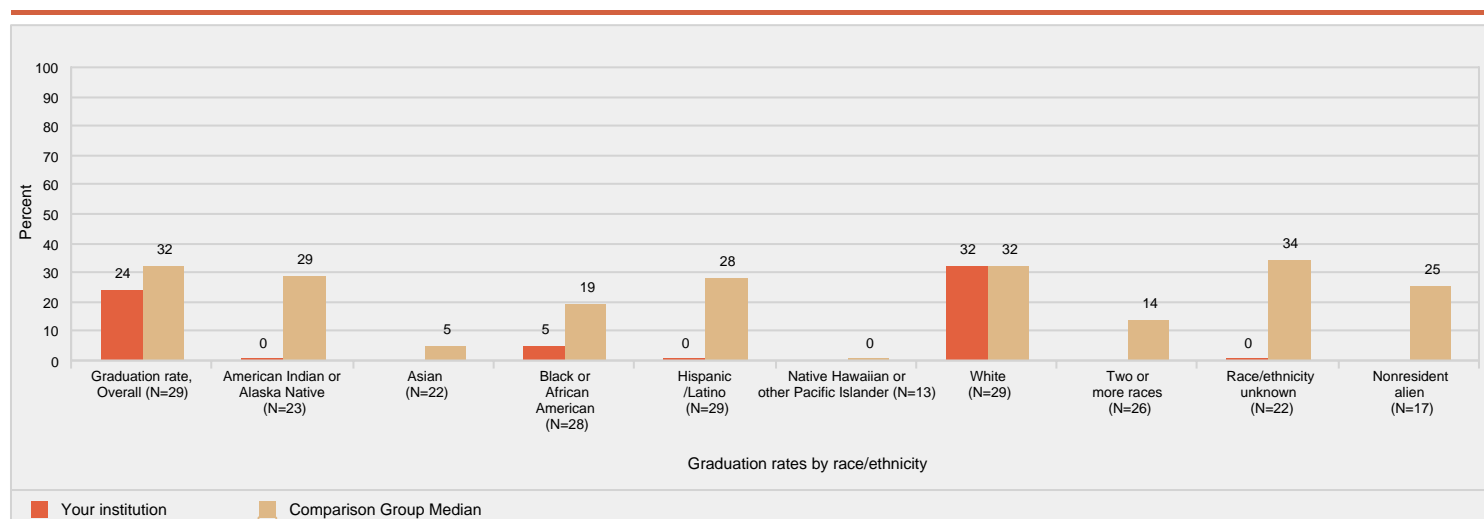
Figure 11. Graduation and transfer-out rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion: 2013 cohort



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with mission to prepare students to transfer are required to report transfer out. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2016-17, Graduation Rates component.

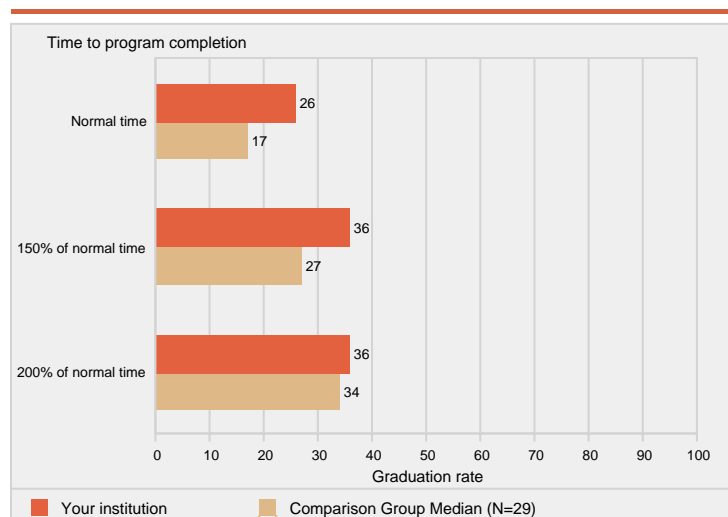
Figure 12. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2013 cohort



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2016-17, Graduation Rates component.

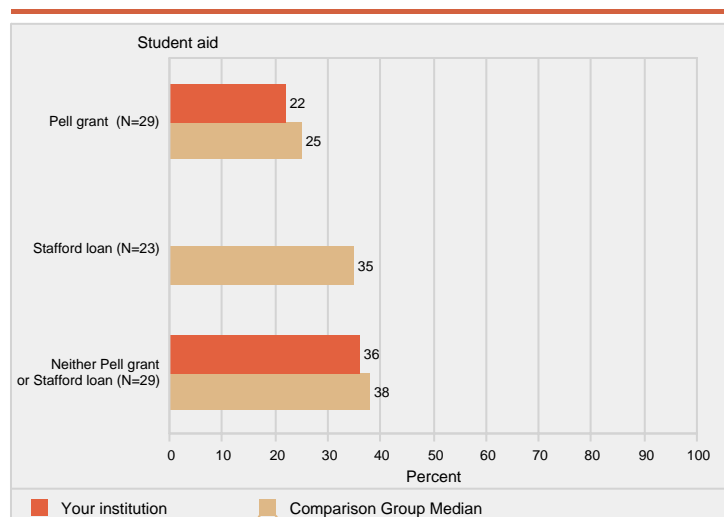
Figure 13. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within normal time, and 150% and 200% of normal time to completion: 2012 cohort



NOTE: The 150% graduation rate is the Student Right-to-Know (SRK) rates; the Normal time and 200% rates are calculated using the same methodology. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2016-17, 200% Graduation Rates component.

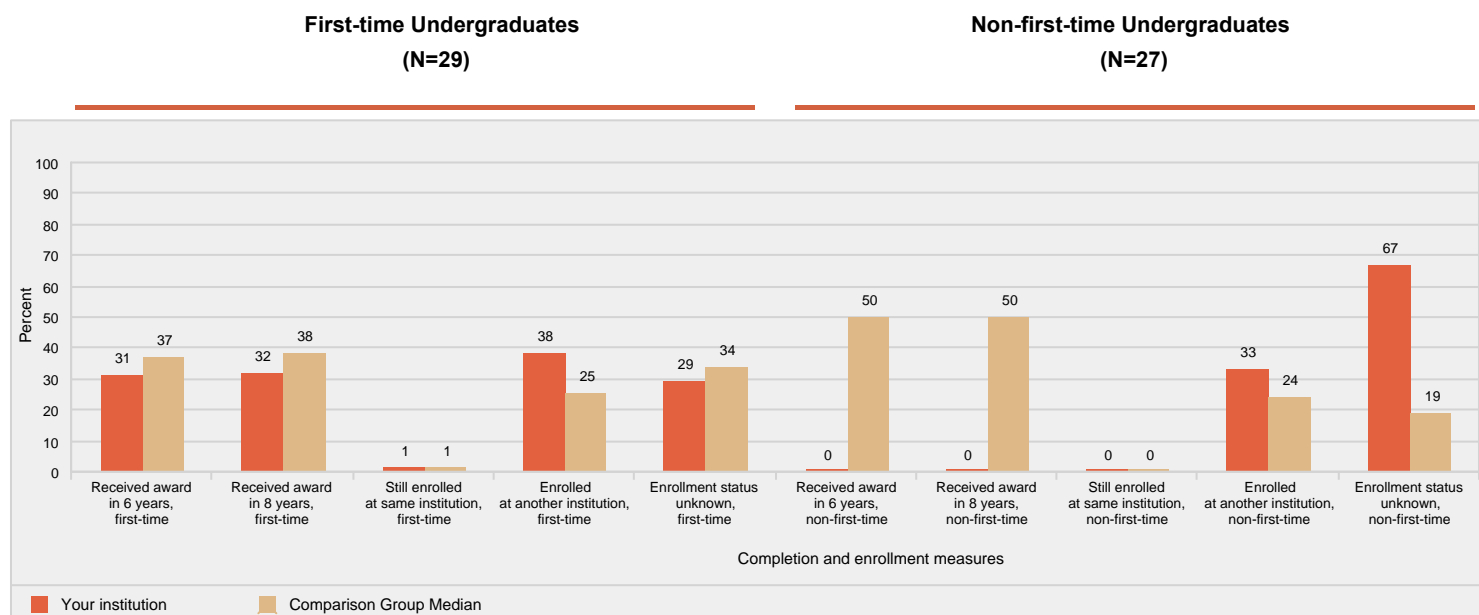
Figure 14. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by financial aid type: 2013 cohort



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Data were collected on those students, who at entry of the cohort, were awarded a Pell Grant and students who were awarded a Subsidized Stafford loan, but did not receive a Pell Grant. Graduation rates are the Student Right-to-Know rates. Only institutions with mission to prepare students to transfer are required to report transfer out. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2016-17, Graduation Rates component.

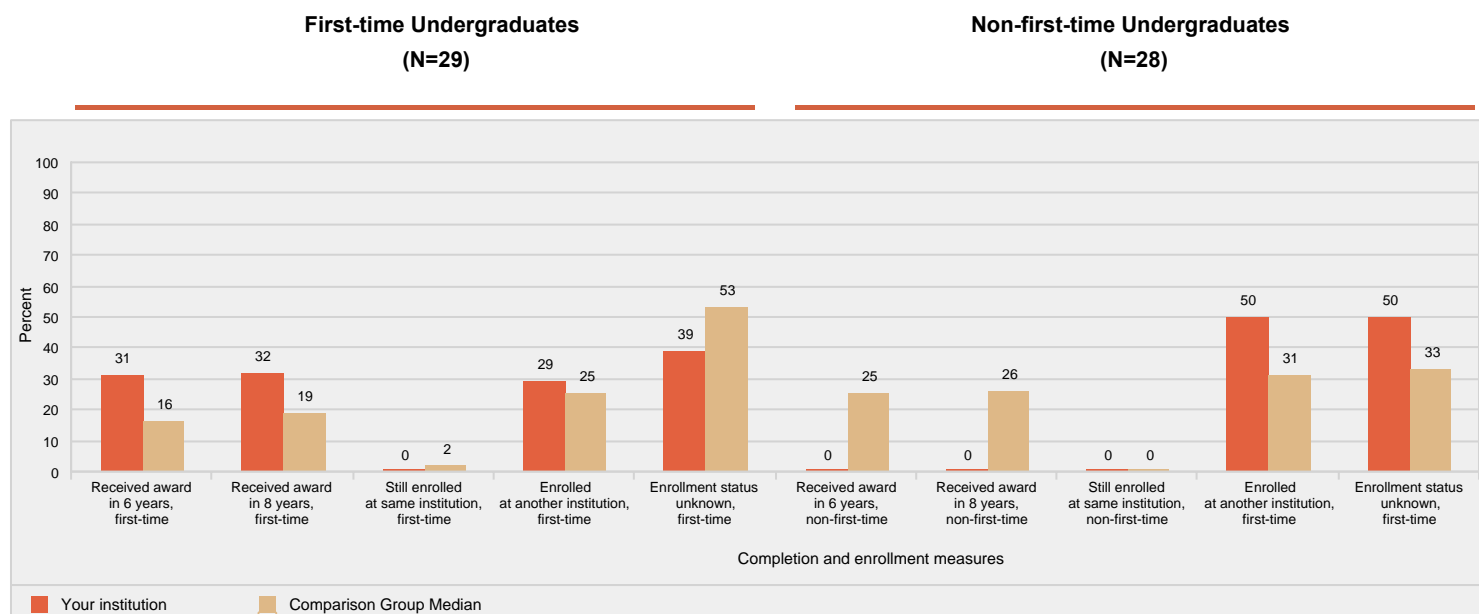
Figure 15. Award and enrollment rates of full-time, degree/certificate-seeking undergraduates after 8 years of entry, by prior postsecondary experience: 2008 cohort



NOTE: Award and enrollment measures are measured from eight years after entering the institution into one of four degree/certificate-seeking undergraduate student cohort (First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time). Academic reporting institutions report outcome data as of the institution's official fall reporting date or as of October 15, 2015. Program reporters determine the cohort with enrollment any time between September 1, 2007 and August 31, 2008. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2016-17, Outcome Measures component.

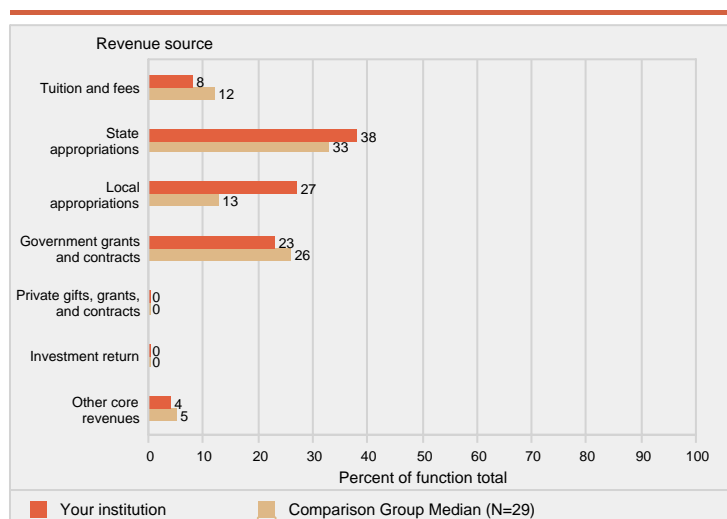
Figure 16. Award and enrollment rates of part-time, degree/certificate-seeking undergraduates after 8 years of entry, by prior postsecondary experience: 2008 cohort



NOTE: Award and enrollment measures are measured from eight years after entering the institution into one of four degree/certificate-seeking undergraduate student cohort (First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time). Academic reporting institutions report outcome data as of the institution's official fall reporting date or as of October 15, 2015. Program reporters determine the cohort with enrollment any time between September 1, 2007 and August 31, 2008. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2016-17, Outcome Measures component.

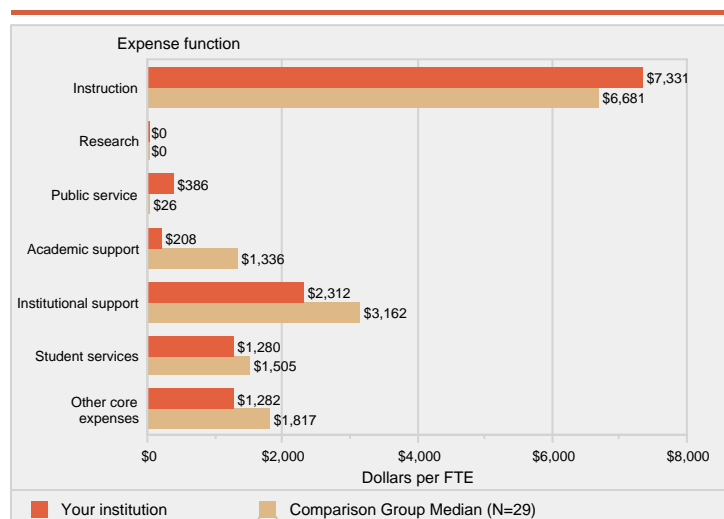
Figure 17. Percent distribution of core revenues, by source: Fiscal year 2016



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2017, Finance component.

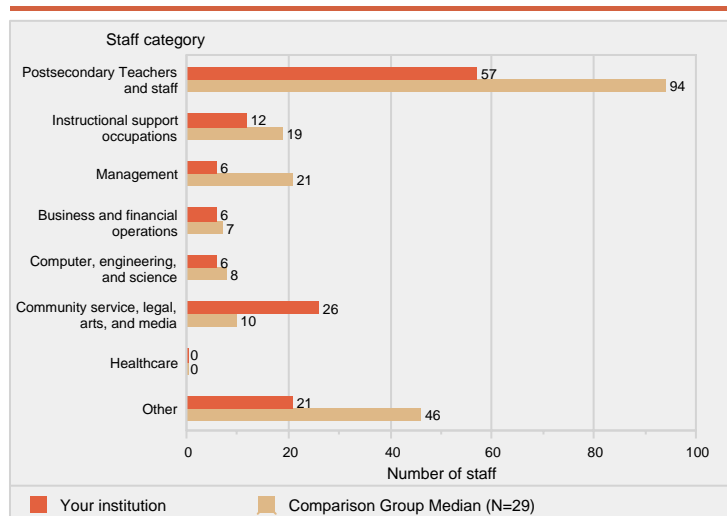
Figure 18. Core expenses per FTE enrollment, by function: Fiscal year 2016



NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2016, 12-month Enrollment component and Spring 2017, Finance component.

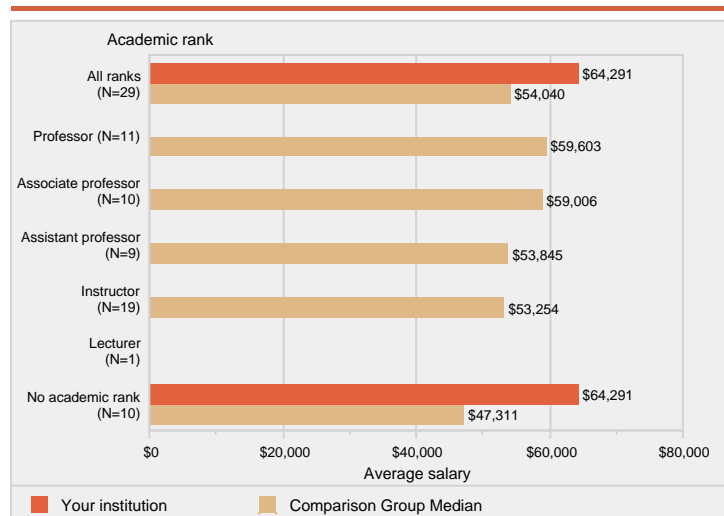
Figure 19. Full-time equivalent staff, by occupational category: Fall 2016



NOTE: Graduate assistants are not included. For calculation details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2017, Human Resources component.

Figure 20. Average salaries of full-time instructional non-medical staff equated to 9-months worked, by academic rank: Academic year 2016-17



NOTE: See Methodology Notes for more details on average salary. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2017, Human Resources component.

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during 2016-17 data collection year. Response rates exceeded 99% for most surveys. IPEDS First Look reports at <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010> provide some information on aggregate institutional responses.

Use of Median Values for Comparison Group

This report compares your institution's data to the median value for the comparison group for each statistic shown in the figure. If more than one statistic is present in a figure, the median values are determined separately for each indicator or statistic. Medians are not displayed for comparison groups with fewer than three values. Where percentage distributions are presented, median values may not add to 100%. To access all the data used to create the figures included in this report, go to 'Use the Data' portal on the IPEDS website at this provided link (<http://nces.ed.gov/ipeds>).

Missing Statistics

If a statistic is not reported for your institution, the omission indicates that the statistic is not relevant to your institution and the data were not collected. Not all notes may be applicable to your report.

Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

When applicable, some statistics are disaggregated by race/ethnicity. Data disaggregated by race/ethnicity have been reported using the 1997 Office of Management and Budget categories. Detailed information about the race/ethnicity categories can be found at <https://nces.ed.gov/ipeds/Section/Resources>.

Cohort Determination for Reporting Student Financial Aid, Graduation Rates, and Outcome Measures

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

DESCRIPTION OF STATISTICS USED IN THE FIGURES

Admissions (only for non-open-admissions schools)

Admissions and Test Score Data

Admissions and test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Applicants include only those students who fulfilled all requirements for consideration for admission and who were notified of one of the following actions: admission, non-admission, placement on a wait list, or application withdrawn (by applicant or institution). Admitted applicants (admissions) include wait-listed students who were subsequently offered admission. Early decision, early action, and students who began studies during the summer prior to the fall reporting period are included. For customized Data Feedback Reports, test scores are presented only if scores are required for admission.

Student Enrollment

FTE Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). See "Calculation of FTE Students (using instructional activity)" in the IPEDS Glossary at <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

Total Entering Undergraduate Students

Total entering students are students at the undergraduate level, both full- and part-time, new to the institution in the fall term (or the prior summer term who returned in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level, and non-degree/certificate-seeking undergraduates entering in the fall. Only degree-granting, academic year reporting institutions provide total entering student data.

Charges and Net Price

Average Institutional Net Price

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduates who were awarded grant or scholarship aid from the federal government, state/local government, or the institution anytime during the full aid year. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses.

For the purpose of the IPEDS reporting, aid awarded refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

Retention, Graduation Rates, and Outcome Measures

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know Act and Higher Education Act, as amended, and are defined as the total number of individuals from a given cohort of full-time, first-time degree/certificate-seeking undergraduates who completed a degree or certificate within a given percent of normal time to complete all requirements of the degree or certificate program; divided by the total number of students in the cohort of full-time, first-time degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission.

A further extension of the traditional Graduation Rates (GR) component which carries forward 100% and 150% graduation rates data previously reported in the GR component is the Graduation Rates 200% (GR200) component, which request information on any additional completers and exclusions from the cohort between 151% and 200% normal time for students to complete all requirements of their program of study.

Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution (without earning a degree/award) and subsequently re-enrolled at another institution within the same time period; divided by the same adjusted cohort (initial cohort minus allowable exclusions) as described above. Only institutions with a mission that includes providing substantial preparation for students to enroll in another eligible institution are required to report transfers out.

Retention Rates

Retention rates are measures at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. The full-time retention rate is calculated using the percentage of full-time, first-time degree/certificate-seeking undergraduates, while the part-time rate is calculated using the percentage of part-time, first-time degree/certificate-seeking undergraduates.

Outcome Measures Data

Alternative measures of student success are reported by degree-granting institutions to describe the outcomes of degree/certificate-seeking undergraduate students who are not only first-time, full-time students, but also part-time attending and non-first-time (transfer-in) students. These measures provide the 6-year and 8-year award-completion rates after entering an institution, which is calculated by dividing the number of total awards at 6- or 8-year status points divided by the adjusted cohort. The initial cohort can be revised and take allowable exclusions resulting in an adjusted cohort. The type of award is not reported, but institutions report the first award earned by the student at each status point. For students who did not earn an undergraduate award after 8-years of entry, the enrollment statuses are reported as either still enrolled at the institution, subsequently transferred out of the institution, or status unknown. Unlike the Graduation Rates data, all reporting institutions must report on their transfer outs regardless if the institution has a mission that provides substantial transfer preparation.

Finance*Core Revenues*

Core revenues for public institutions reporting under GASB standards include tuition and fees; government (federal, state, and local) appropriations and operating and nonoperating grants/contracts; private gifts, grants, and contracts (private operating grants/contracts plus gifts and contributions from affiliated entities); sales and services of educational activities; investment income; other operating and nonoperating sources; and other revenues and additions (capital appropriations and grants and additions to permanent endowments). "Other core revenues" include federal appropriations, sales and services of educational activities, other operating and nonoperating sources, and other revenues and additions.

Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB standards include tuition and fees; government (federal, state, and local) appropriations and grants/contracts; private gifts, grants/contracts (including contributions from affiliated entities); investment return; sales and services of educational activities; and other sources (a generated category of total revenues minus the sum of core and noncore categories on the Finance component). "Other core revenues" include government (federal, state, and local) appropriations, sales and services of educational activities, and other sources.

Core revenues for private, for-profit institutions reporting under FASB standards include tuition and fees; government (federal, state, and local) appropriations and grants/contracts; private grants/ contracts; investment income; sales and services of educational activities; and other sources (a generated category of total revenues minus the sum of core and noncore categories on the Finance component). "Other core revenues" include government (federal, state, and local) appropriations and other sources.

At degree-granting institutions, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores and dormitories), hospitals, and independent operations. Non-degree-granting institutions do not report revenue from auxiliary enterprises in a separate category, and thus may include these amounts in the core revenues from other sources.

Core Expenses

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, grant aid/scholarships and fellowships (net of discounts and allowances), and other functional expenses (a generated category of total expense minus the sum of core and noncore functions on the Finance component). Expenses for operation and maintenance of plant, depreciation, and interest are allocated to each of the other functions. Core expenses at degree-granting institutions exclude expenses for auxiliary enterprises (e.g., bookstores and dormitories), hospitals, and independent operations. Non-degree-granting institutions do not report expenses for auxiliary enterprises in a separate category and thus may include these amounts in the core expenses as other expenses. "Other core expenses" is the sum of grant aid/scholarships and fellowships and other expenses.

Endowment Assets

Endowment assets, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include gross investments of endowment funds, term endowment funds, and funds functioning as endowment for the institution and any of its foundations and other affiliated organizations. Private, for-profit institutions under FASB do not hold or report endowment assets.

Salaries and Wages

Salaries and wages for public institutions under GASB standards and private (not-for-profit and for-profit) institutions under FASB standards, include amounts paid as compensation for services to all employees regardless of the duration of service, and amounts made to or on behalf of an individual over and above that received in the form of a salary or wage.

Staff

FTE Staff

The full-time-equivalent (FTE) by occupational category is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. Graduate assistants are not included.

Equated Instructional Non-Medical Staff Salaries

Institutions reported the number of full-time nonmedical instructional staff and their salary outlays by academic rank, gender, and the number of months worked (9-, 10-, 11-, and 12-months). Salary outlays for staff who worked 10-, 11-, and 12-months were equated to 9-months of work by multiplying the outlays reported for 10-months by 0.90, the outlays reported for 11 months by 0.818, and the outlays reported for 12-months by 0.75. The equated 10-, 11-, and 12-outlays were then added to the outlays for instructional staff that worked 9-months to generate a total 9-month equated salary outlay. The total 9-month equated outlay was then divided by total number of instructional non-medical staff to determine an equated 9-month average salary. This calculation was done for each academic rank. Salary outlays were not reported for staff that work less than 9-months and were excluded.

Student-to-Faculty Ratio

Institutions can provide their institution's student-to-faculty ratio (i.e., student-to-instructional staff) for undergraduate programs or follow the NCES guidance in calculating their student-to-faculty ratio, which is as follows: the number of FTE students (using Fall Enrollment survey data) divided by total FTE instructional staff (using the total Primarily instruction + Instruction/research/public service staff reported in Human Resources component and adding any not primarily instructional staff that are teaching a credit course). For this calculation, FTE for students is equal to the number of the full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated. Students in "stand-alone" graduate or professional programs (such as, medicine, law, veterinary, dentistry, social work, or public health) and instructional staff teaching in these programs are excluded from the FTE calculations.

Additional Methodological Information

Additional methodological information on the IPEDS components can be found in the publications available at <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>.

Additional definitions of variables used in this report can be found in the IPEDS online glossary available at this provided link <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

Southeastern Illinois College
2018-2019 Accreditation Review Evidence Document

Document Title: IPEDS Data Report 2018

Office of Origin: Information Technology/Student Affairs

Document Summary:

IPEDS Data Feedback Report for 2018

NATIONAL CENTER FOR EDUCATION STATISTICS

IPEDS DATA FEEDBACK REPORT 2018

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from about 7,000 institutions that provide postsecondary education across the United States. IPEDS collects institution-level data on student enrollment, graduation rates, student charges, program completions, faculty, staff, and finances.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (<http://collegenavigator.ed.gov>), an online tool to aid in the college search process. For more information about IPEDS, see <http://nces.ed.gov/ipeds>.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. The purpose of this report is to provide institutional executives a useful resource and to help improve the quality and comparability of IPEDS data.

What Is in This Report?

The figures in this report provide a selection of indicators for your institution to compare with a group of similar institutions. The figures draw from the data collected during the 2017-18 IPEDS collection cycle and are the most recent data available. The inside cover of this report lists the pre-selected comparison group of institutions and the criteria used for their selection. The Methodological Notes at the end of the report describe additional information about these indicators and the pre-selected comparison group.

Where Can I Do More with IPEDS Data?

Each institution can access previously released Data Feedback Reports from 2005 and customize this 2018 report by using a different comparison group and IPEDS variables of its choosing. To download archived reports or customize the current Data Feedback Report, please visit our website at <http://nces.ed.gov/ipeds/Home/UseTheData>.



Southeastern Illinois College
Harrisburg, IL



COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution's statistics. If your institution did not define a custom comparison group for this report by July 13, 2018 NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The Customize Data Feedback Report functionality on the IPEDS Data Center at this provided link (<http://nces.ed.gov/ipeds/datacenter/>) can be used to reproduce the figures in this report using different peer groups.

Using some of your institution's characteristics, a group of comparison institutions was selected for you. The characteristics include Associate's Colleges: Mixed Transfer/Career & Technical-High Nontraditional, public and enrollment of a similar size. This comparison group includes the following 28 institutions:

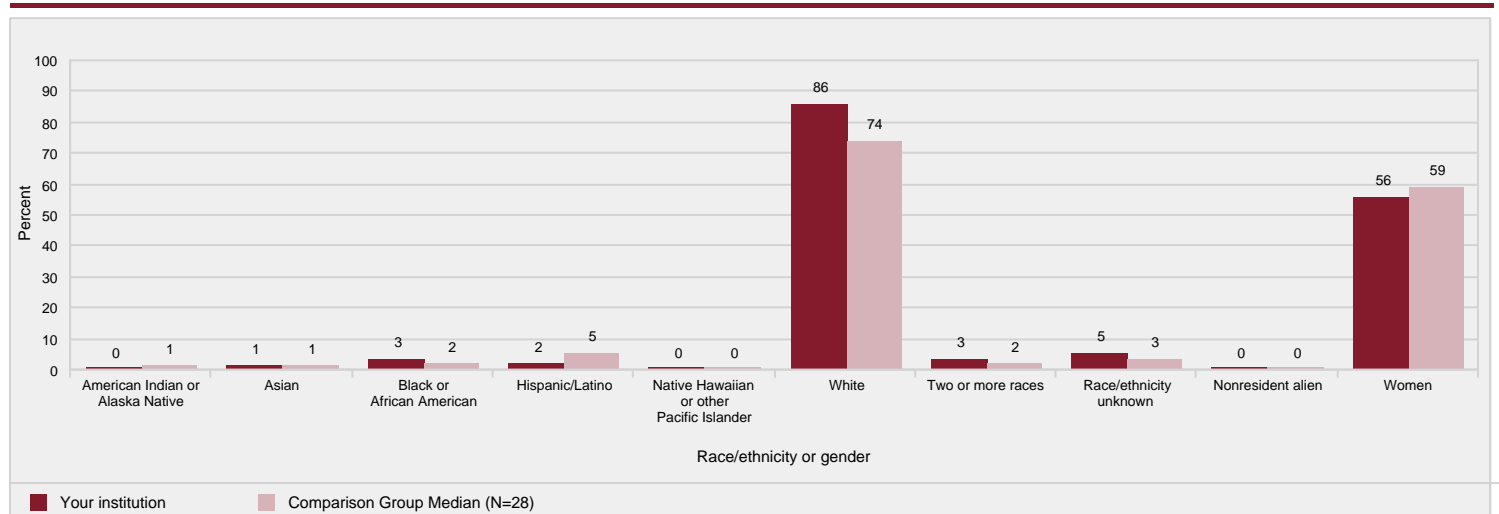
- ▶ Arkansas State University-Mountain Home (Mountain Home, AR)
- ▶ Bladen Community College (Dublin, NC)
- ▶ Clatsop Community College (Astoria, OR)
- ▶ Colorado Northwestern Community College (Rangely, CO)
- ▶ Columbia Gorge Community College (The Dalles, OR)
- ▶ Eastern West Virginia Community and Technical College (Moorefield, WV)
- ▶ Henderson Community College (Henderson, KY)
- ▶ Klamath Community College (Klamath Falls, OR)
- ▶ Labette Community College (Parsons, KS)
- ▶ Lakes Region Community College (Laconia, NH)
- ▶ Lamar Community College (Lamar, CO)
- ▶ Lincoln Trail College (Robinson, IL)
- ▶ Luna Community College (Las Vegas, NM)
- ▶ Marshalltown Community College (Marshalltown, IA)
- ▶ Mayland Community College (Spruce Pine, NC)
- ▶ McDowell Technical Community College (Marion, NC)
- ▶ Mesabi Range College (Virginia, MN)
- ▶ New Mexico State University-Grants (Grants, NM)
- ▶ Olney Central College (Olney, IL)
- ▶ Otero Junior College (La Junta, CO)
- ▶ Phillips Community College of the University of Arkansas (Helena, AR)
- ▶ Southern Arkansas University Tech (Camden, AR)
- ▶ Southwestern Community College (Creston, IA)
- ▶ Spoon River College (Canton, IL)
- ▶ University of Arkansas Community College Rich Mountain (Mena, AR)
- ▶ Washington State Community College (Marietta, OH)
- ▶ Western Nebraska Community College (Scottsbluff, NE)
- ▶ White Mountains Community College (Berlin, NH)

The figures in this report have been organized and ordered into the following topic areas:

| | | |
|--|--|-------------------|
| 1) Admissions (only for non-open-admissions schools) | [No charts applicable] | |
| 2) Student Enrollment | Fig. 1 and 2 | Pg. 3 |
| 3) Awards | Fig. 3 | Pg. 3 |
| 4) Charges and Net Price | Fig. 4 and 5 | Pg. 4 |
| 5) Student Financial Aid | Fig. 6, 7, 8 and 9 | Pg. 4 and 5 |
| 6) Military Benefits* | [No charts applicable] | |
| 7) Retention and Graduation Rates | Fig. 10, 11, 12, 13, 14, 15, 16, 17 and 18 | Pg. 5, 6, 7 and 8 |
| 8) Finance | Fig. 19 and 20 | Pg. 9 |
| 9) Staff | Fig. 21 and 22 | Pg. 9 |
| 10) Libraries | Fig. 23 and 24 | Pg. 10 |

*These figures only appear in customized Data Feedback Reports (DFR), which are available through Use the Data portal on the IPEDS website.

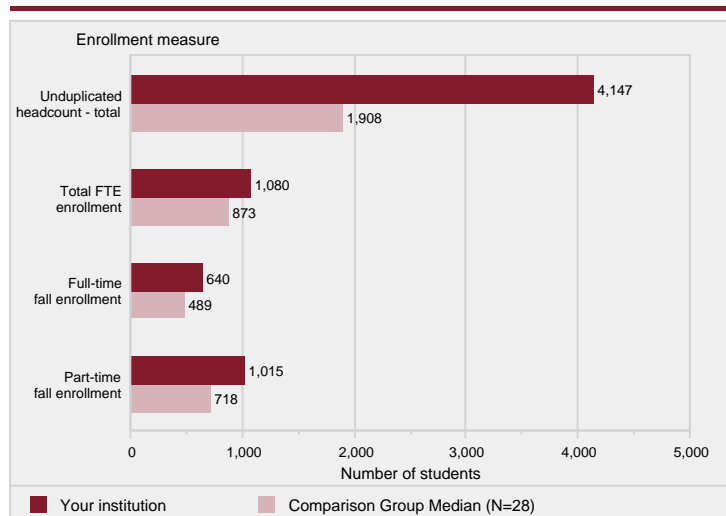
Figure 1. Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2017



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See "Use of Median Values for Comparison Group" for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2018, Fall Enrollment component.

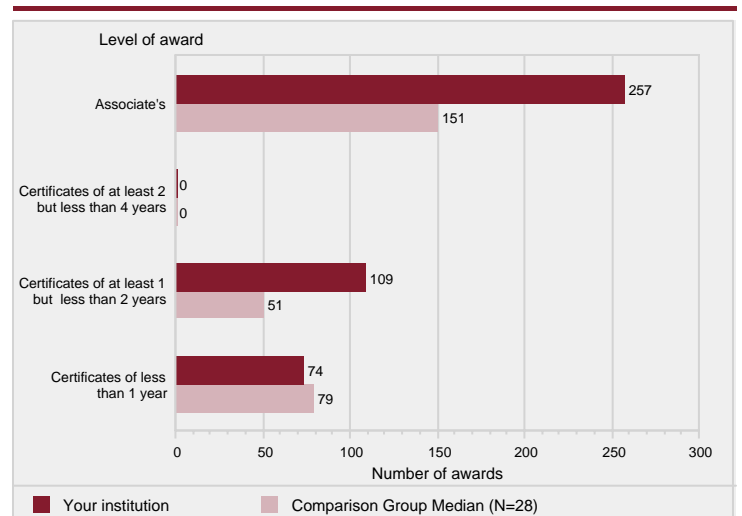
Figure 2. Unduplicated 12-month headcount (2016-17), total FTE enrollment (2016-17), and full- and part-time fall enrollment (Fall 2017)



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2017, 12-month Enrollment component and Spring 2018, Fall Enrollment component.

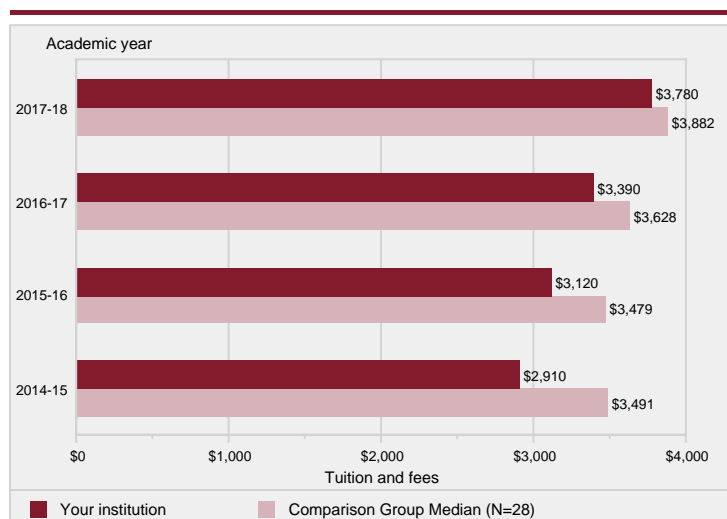
Figure 3. Number of subbaccalaureate degrees and certificates awarded, by level: 2016-17



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2017, Completions component.

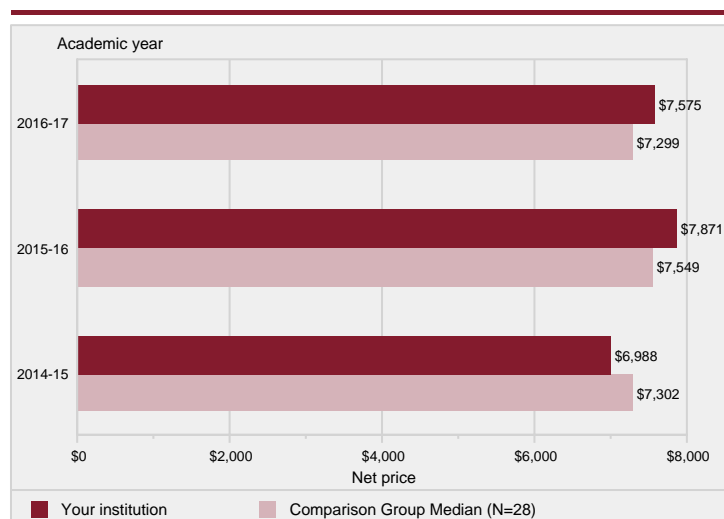
Figure 4. Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2014-15 to 2017-18



NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2017, Institutional Characteristics component.

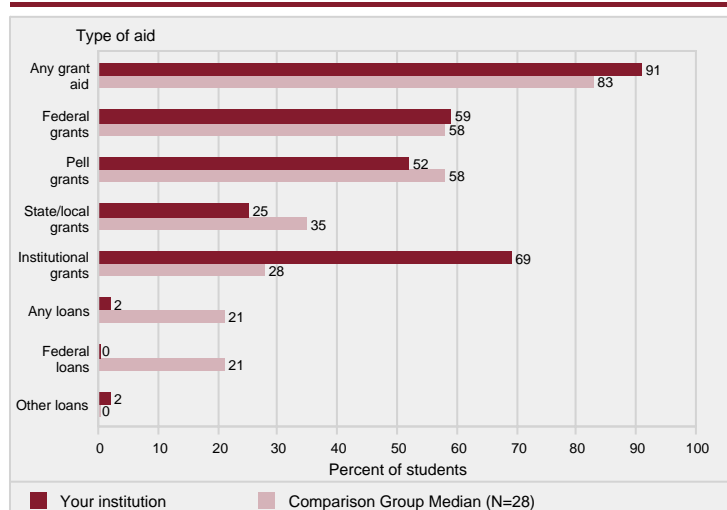
Figure 5. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students, who were awarded grant or scholarship aid: 2014-15 to 2016-17



NOTE: Average net price is for full-time, first-time degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship awarded aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2017, Institutional Characteristics component and Winter 2017-18, Student Financial Aid component.

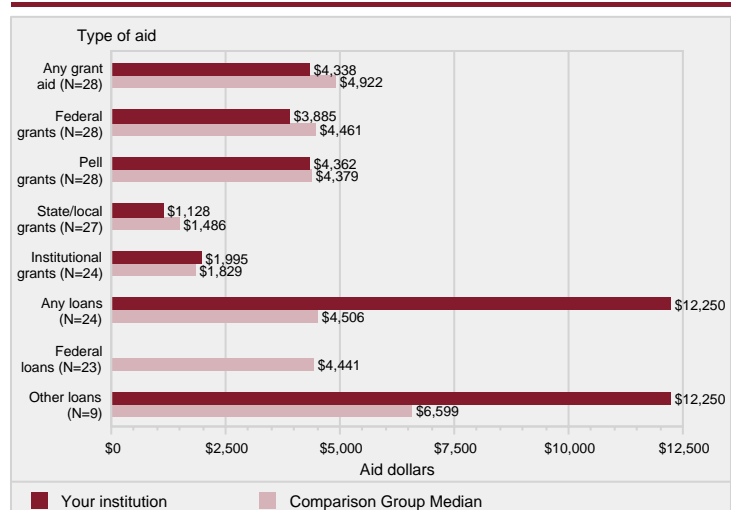
Figure 6. Percent of full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2016-17



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans awarded to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Student Financial Aid component.

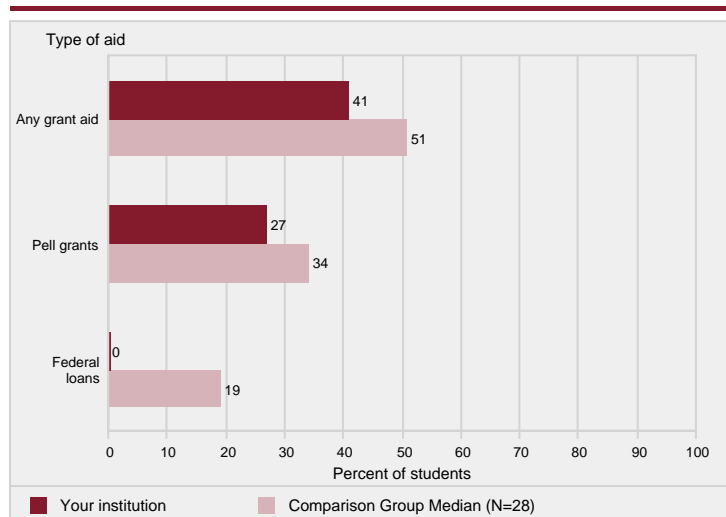
Figure 7. Average amounts of awarded grant or scholarship aid from the federal government, state/local government, or the institution, or loans awarded to full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2016-17



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans awarded to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Student Financial Aid component.

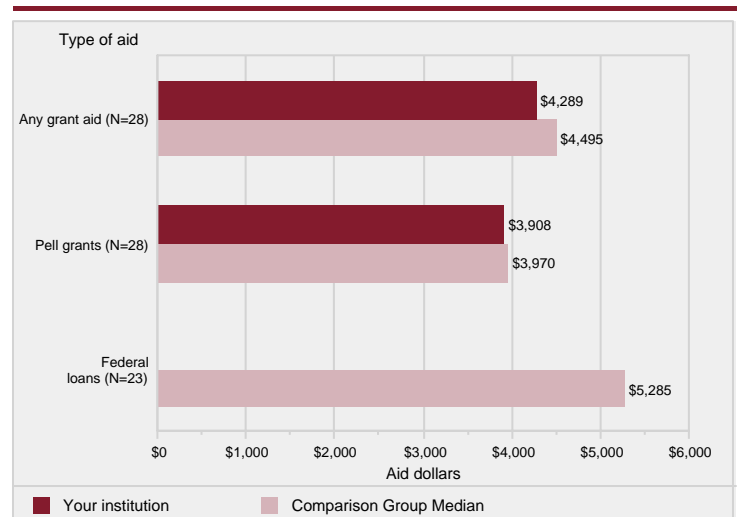
Figure 8. Percent of all undergraduates awarded aid, by type of aid: 2016-17



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, the institution, or other sources. Federal loans includes only federal loans awarded to students. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Student Financial Aid component.

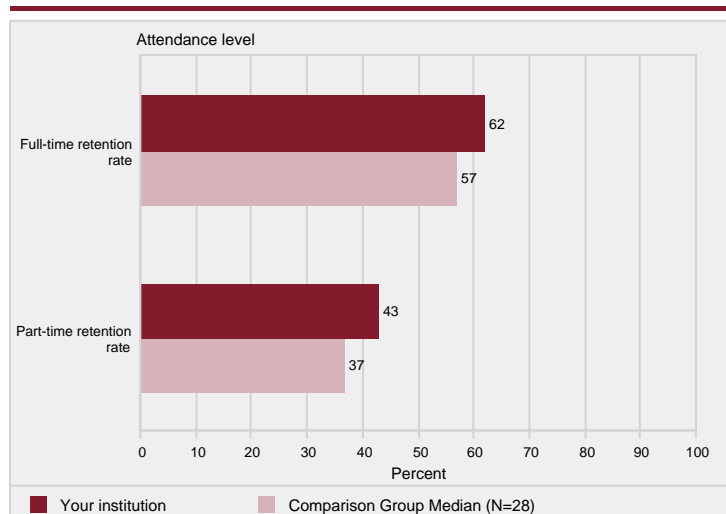
Figure 9. Average amount of aid awarded to all undergraduates, by type of aid: 2016-17



NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Student Financial Aid component.

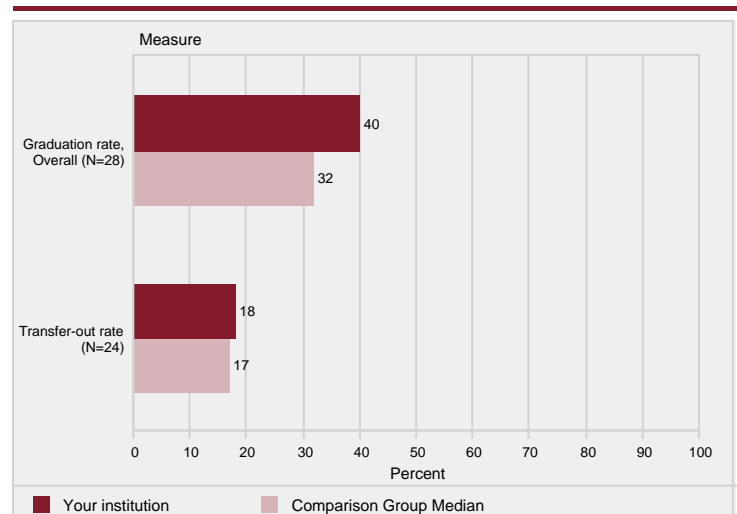
Figure 10. Retention rates of full-time, first-time degree/certificate seeking students: Fall 2016 cohort



NOTE: Retention rates are measured from the fall of first enrollment to the following fall. Academic reporting institutions report retention data as of the institution's official fall reporting date or as of October 15, 2016. Program reporters determine the cohort with enrollment any time between August 1-October 31, 2016 and retention based on August 1, 2017. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2018, Fall Enrollment component.

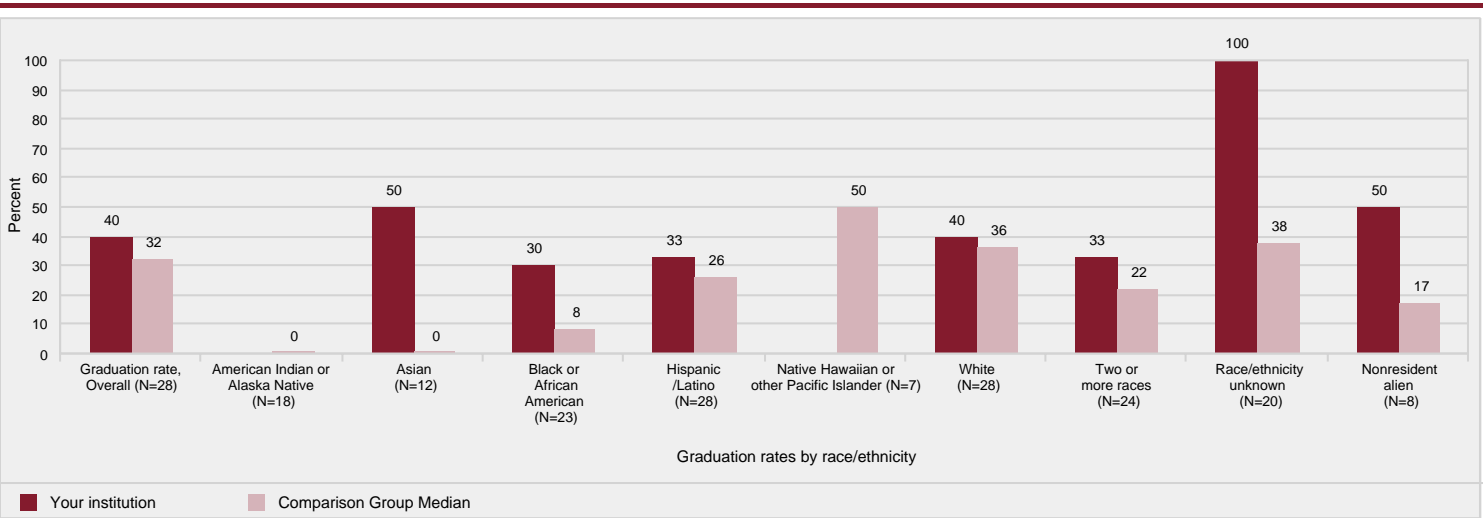
Figure 11. Graduation and transfer-out rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion: 2014 cohort



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with mission to prepare students to transfer are required to report transfer out. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

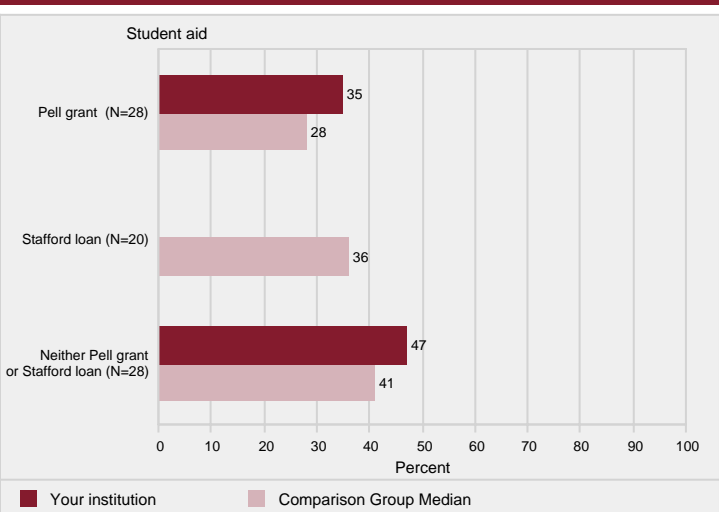
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Graduation Rates component.

Figure 12. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2014 cohort



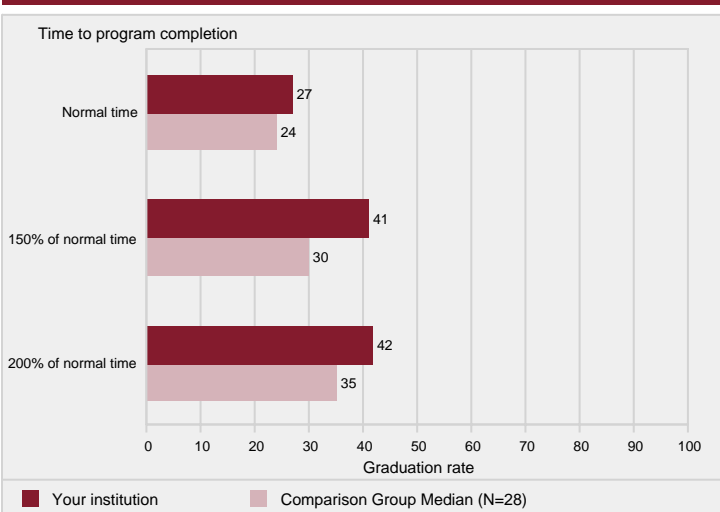
NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Graduation Rates component.

Figure 13. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by financial aid type: 2014 cohort



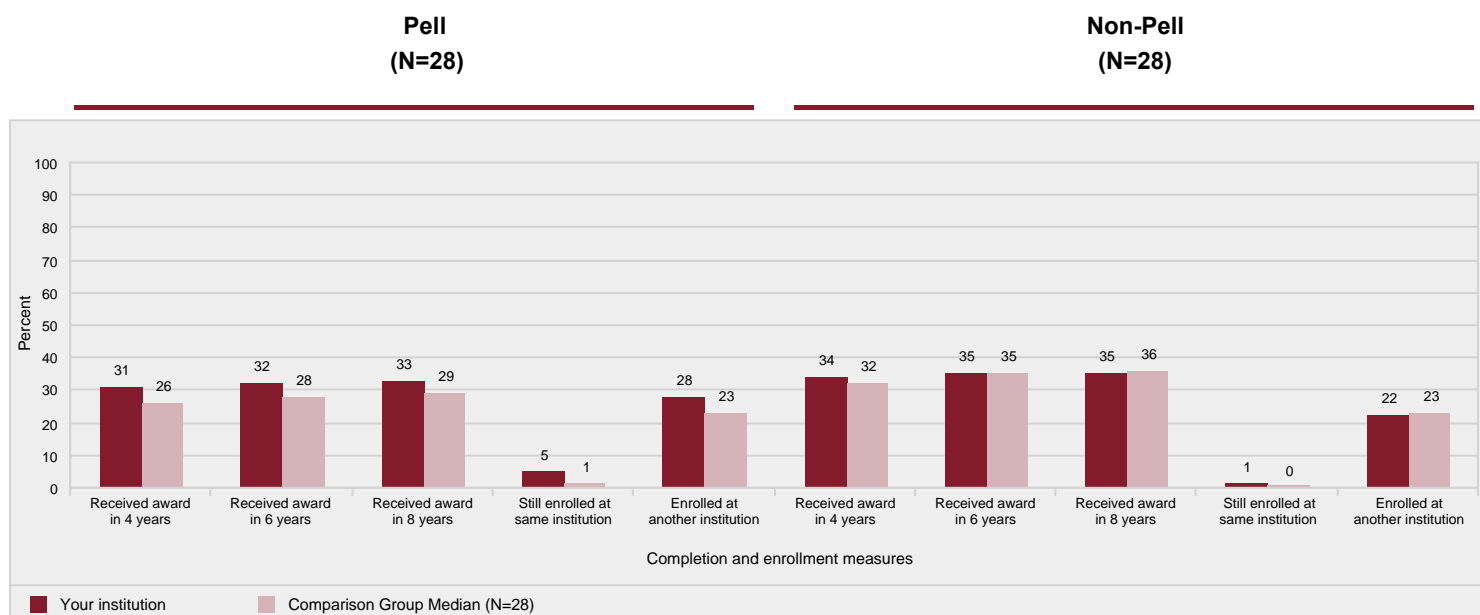
NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Data were collected on those students, who at entry of the cohort, were awarded a Pell Grant and students who were awarded a Subsidized Stafford loan, but did not receive a Pell Grant. Graduation rates are the Student Right-to-Know rates. Only institutions with mission to prepare students to transfer are required to report transfer out. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Graduation Rates component.

Figure 14. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within normal time, and 150% and 200% of normal time to completion: 2013 cohort



NOTE: The 150% graduation rate is the Student Right-to-Know (SRK) rates; the Normal time and 200% rates are calculated using the same methodology. For details, see the Methodological Notes. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, 200% Graduation Rates component.

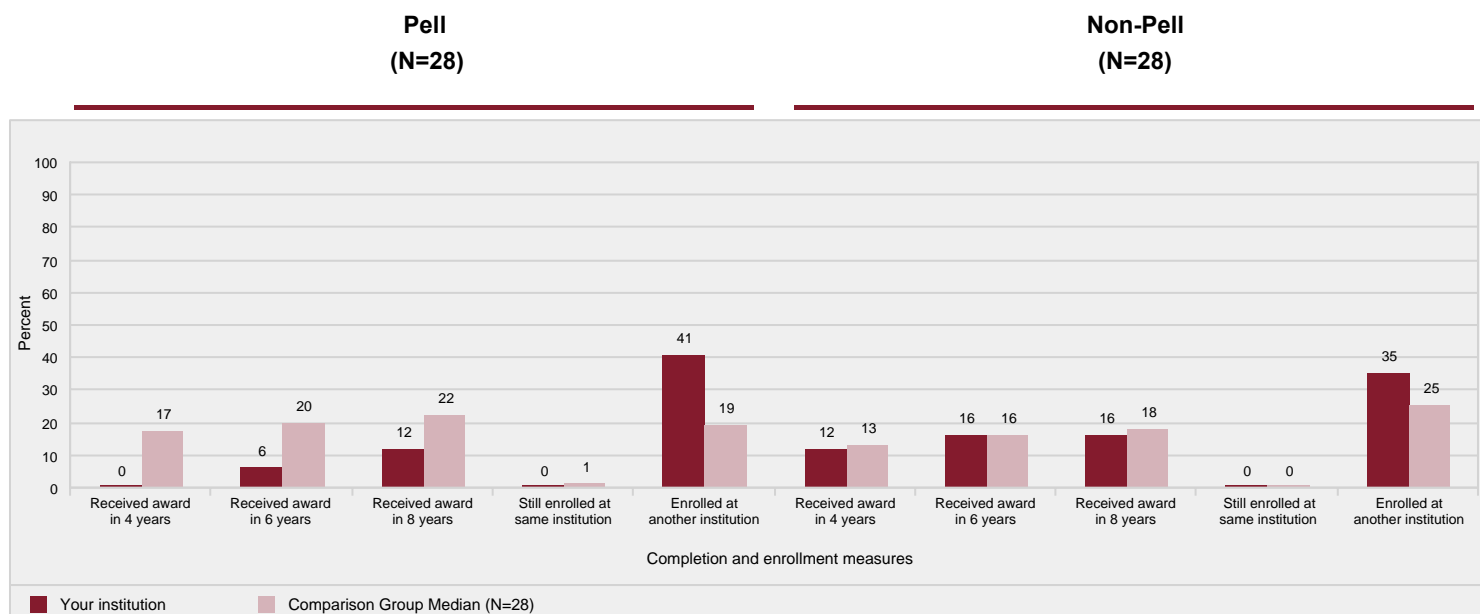
Figure 15. Award and enrollment rates of first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status, 2009-10 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on student who did not received an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2009-June 30, 2010. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Outcome Measures component.

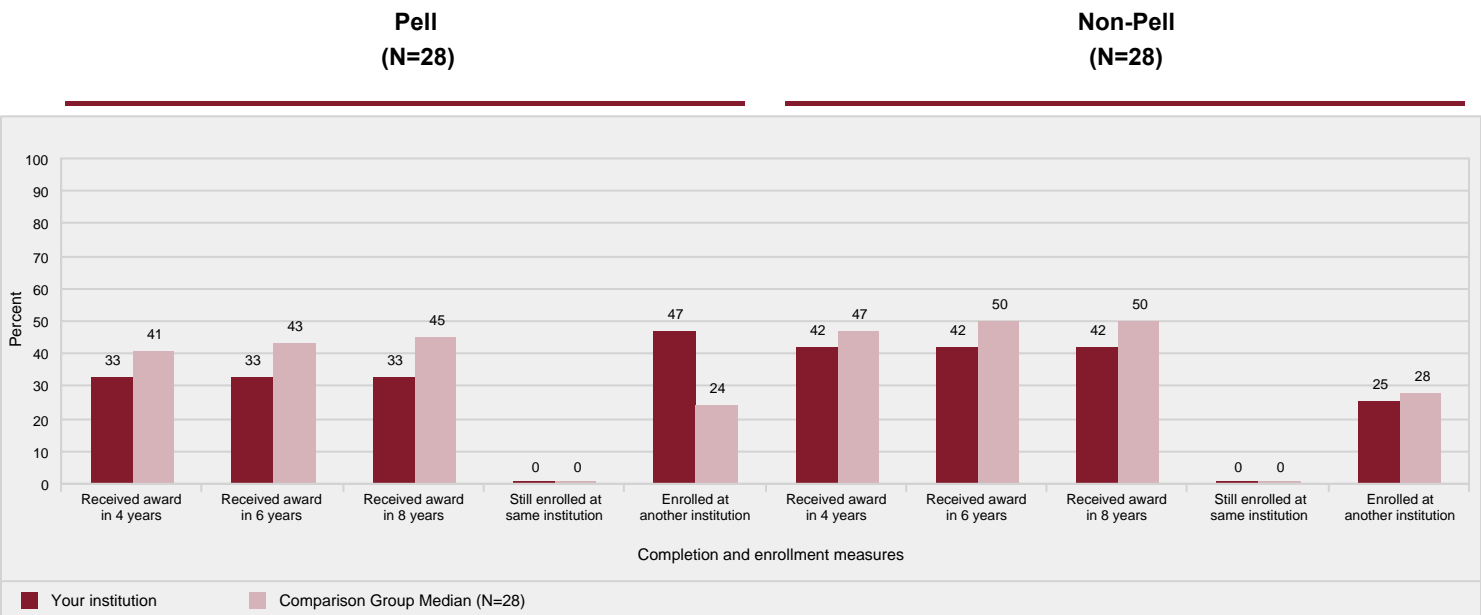
Figure 16. Award and enrollment rates of first-time, part-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status, 2009-10 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on student who did not received an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2009-June 30, 2010. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Outcome Measures component.

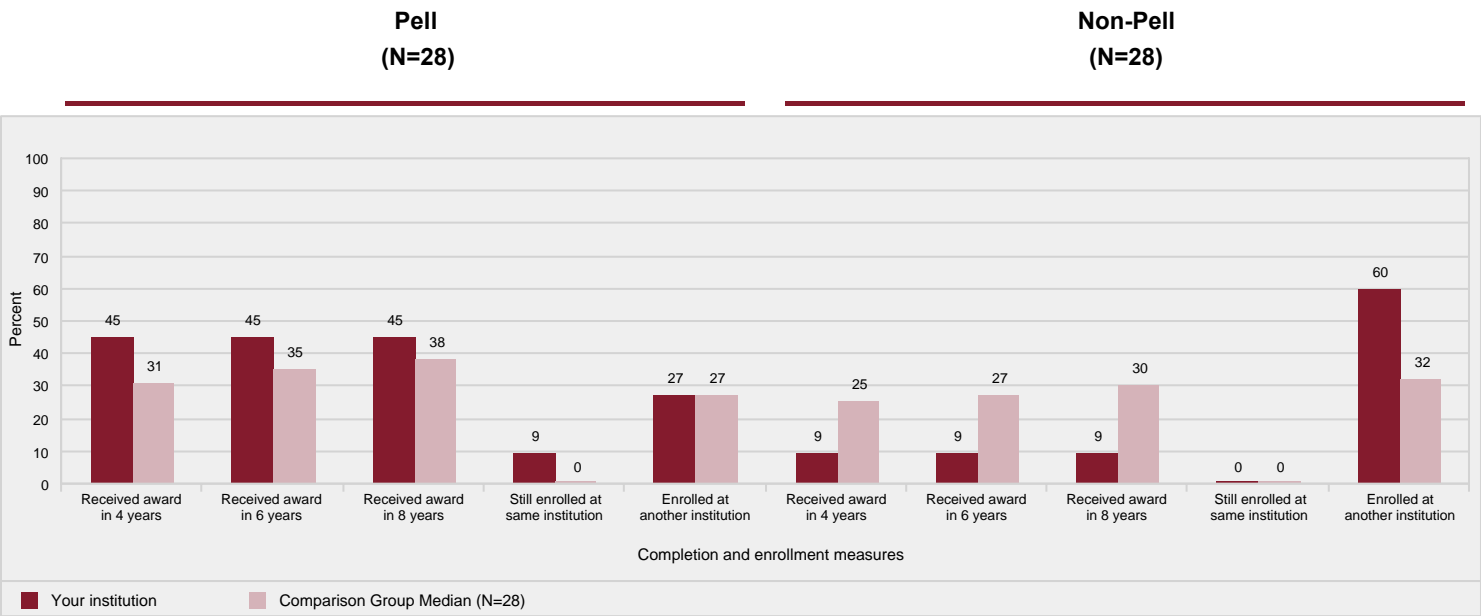
Figure 17. Award and enrollment rates of non-first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status, 2009-10 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on student who did not received an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2009-June 30, 2010. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Outcome Measures component.

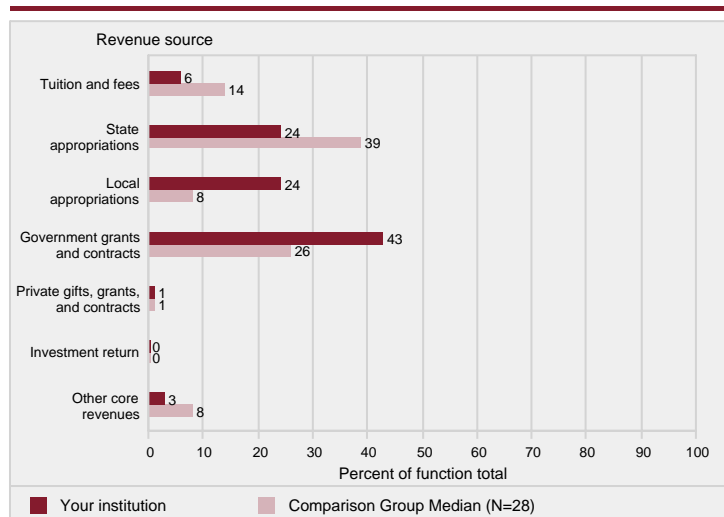
Figure 18. Award and enrollment rates of non-first-time, part-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status, 2009-10 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on student who did not received an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2009-June 30, 2010. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Outcome Measures component.

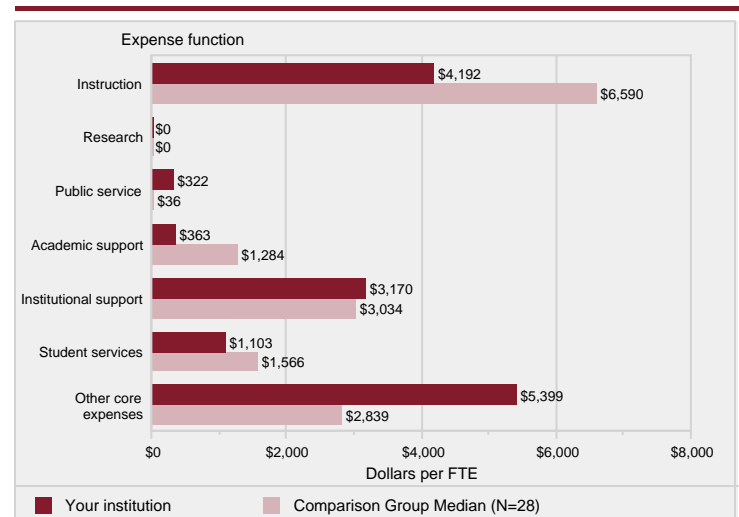
Figure 19. Percent distribution of core revenues, by source: Fiscal year 2017



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2018, Finance component.

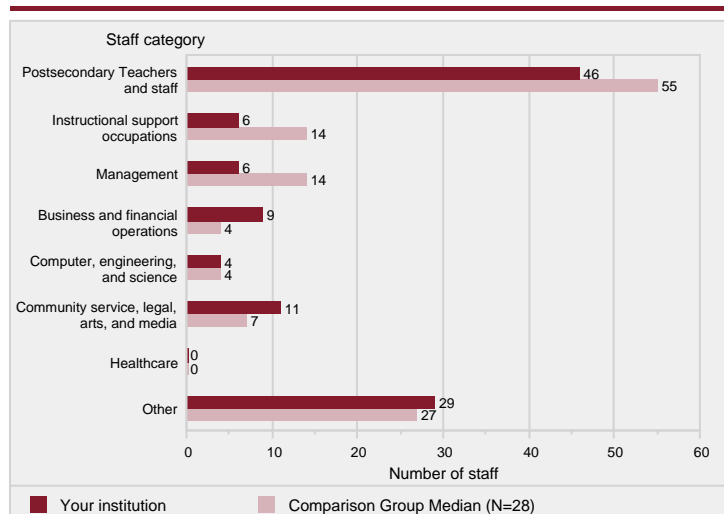
Figure 20. Core expenses per FTE enrollment, by function: Fiscal year 2017



NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2017, 12-month Enrollment component and Spring 2018, Finance component.

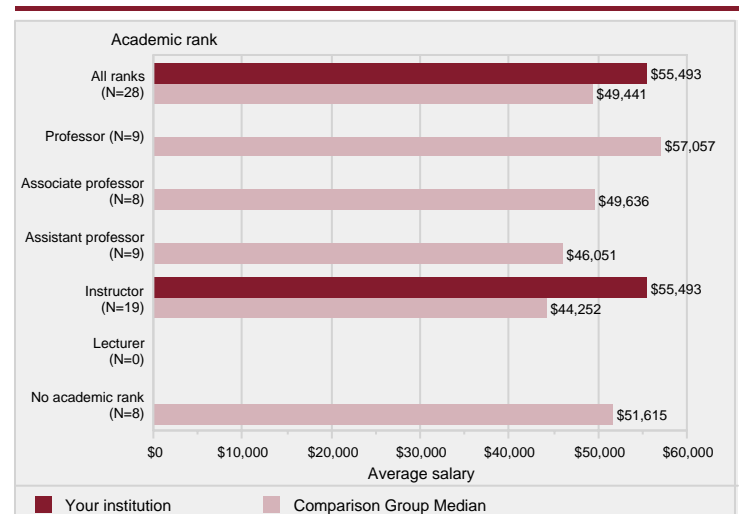
Figure 21. Full-time equivalent staff, by occupational category: Fall 2017



NOTE: Graduate assistants are not included. For calculation details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2018, Human Resources component.

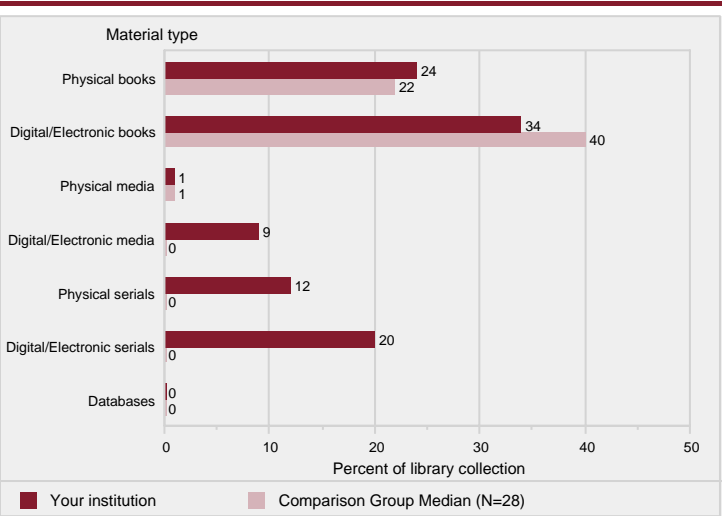
Figure 22. Average salaries of full-time instructional non-medical staff equated to 9-months worked, by academic rank: Academic year 2017-18



NOTE: See Methodology Notes for more details on average salary. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

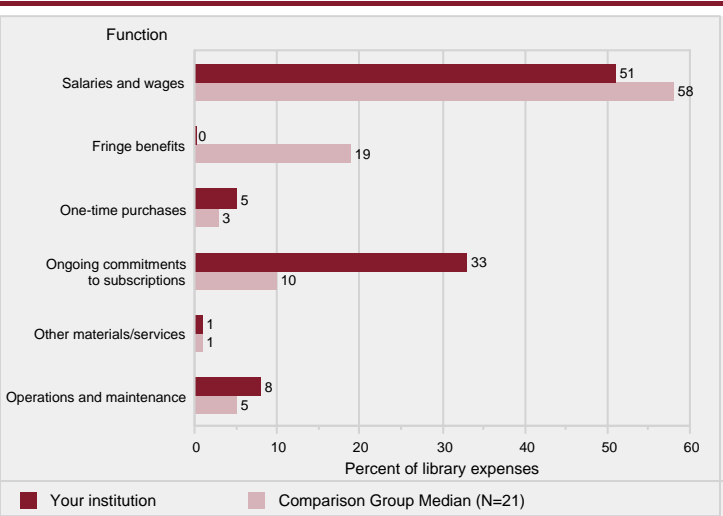
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2018, Human Resources component.

Figure 23. Percent distribution of library collection, by material type: Fiscal Year 2017



NOTE: N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2018, Academic Libraries component.

Figure 24. Percent distribution of library expenses, by function: Fiscal Year 2017



NOTE: N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2018, Academic Libraries component.

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during 2017-18 data collection year. Response rates exceeded 99% for most surveys. IPEDS First Look reports at <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010> provide some information on aggregate institutional responses.

Use of Median Values for Comparison Group

This report compares your institution's data to the median value for the comparison group for each statistic shown in the figure. If more than one statistic is present in a figure, the median values are determined separately for each indicator or statistic. Medians are not displayed for comparison groups with fewer than three values. Where percentage distributions are presented, median values may not add to 100%. To access all the data used to create the figures included in this report, go to 'Use the Data' portal on the IPEDS website at this provided link (<http://nces.ed.gov/ipeds>).

Missing Statistics

If a statistic is not reported for your institution, the omission indicates that the statistic is not relevant to your institution and the data were not collected. Not all notes may be applicable to your report.

Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

When applicable, some statistics are disaggregated by race/ethnicity. Data disaggregated by race/ethnicity have been reported using the 1997 Office of Management and Budget categories. Detailed information about the race/ethnicity categories can be found at <https://nces.ed.gov/ipeds/Section/Resources>.

Cohort Determination for Reporting Student Financial Aid, Graduation Rates, and Outcome Measures

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

Student cohorts for reporting Outcome Measures are based on a full-year cohort from July 1-June 30 for all degree-granting institutions.

DESCRIPTION OF STATISTICS USED IN THE FIGURES

Admissions (only for non-open-admissions schools)

Admissions and Test Score Data

Admissions and test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Applicants include only those students who fulfilled all requirements for consideration for admission and who were notified of one of the following actions: admission, non-admission, placement on a wait list, or application withdrawn (by applicant or institution). Admitted applicants (admissions) include wait-listed students who were subsequently offered admission. Early decision, early action, and students who began studies during the summer prior to the fall reporting period are included. For customized Data Feedback Reports, test scores are presented only if scores are required for admission.

Student Enrollment

FTE Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). See "Calculation of FTE Students (using instructional activity)" in the IPEDS Glossary at <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

Total Entering Undergraduate Students

Total entering students are students at the undergraduate level, both full- and part-time, new to the institution in the fall term (or the prior summer term who returned in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level, and non-degree/certificate-seeking undergraduates entering in the fall. Only degree-granting, academic year reporting institutions provide total entering student data.

Charges and Net Price

Average Institutional Net Price

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduates who were awarded grant or scholarship aid from the federal government, state/local government, or the institution anytime during the full aid year. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses.

For the purpose of the IPEDS reporting, aid awarded refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

Retention, Graduation Rates, and Outcome Measures

Retention Rates

Retention rates are measures at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. The full-time retention rate is calculated using the percentage of full-time, first-time degree/certificate-seeking undergraduates, while the part-time rate is calculated using the percentage of part-time, first-time degree/certificate-seeking undergraduates.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know Act and Higher Education Act, as amended, and are defined as the total number of individuals from a given cohort of full-time, first-time degree/certificate-seeking undergraduates who completed a degree or certificate within a given percent of normal time to complete all requirements of the degree or certificate program; divided by the total number of students in the cohort of full-time, first-time degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission.

A further extension of the traditional Graduation Rates (GR) component which carries forward 100% and 150% graduation rates data previously reported in the GR component is the Graduation Rates 200% (GR200) component, which request information on any additional completers and exclusions from the cohort between 151% and 200% normal time for students to complete all requirements of their program of study.

Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution (without earning a degree/award) and subsequently re-enrolled at another institution within the same time period; divided by the same adjusted cohort (initial cohort minus allowable exclusions) as described above. Only institutions with a mission that includes providing substantial preparation for students to enroll in another eligible institution are required to report transfers out.

Outcome Measures Data

Alternative measures of student success are reported by degree-granting institutions to describe the outcomes of four degree/certificate-seeking undergraduate student groups: Full-time, first-time (FTFT); Part-time, first-time (PTFT); Full-time, non-first-time (FTNFT); and Part-time, non-first-time (PTNFT). Additionally, each of the four cohorts collects data on two subcohorts: Pell grant recipients and non-Pell grant recipients. These measures provide the 4-year, 6-year, and 8-year award rates (or completions rates) after entering an institution. NCES calculates award rates by dividing a cohort's or subcohort's adjusted cohort into the number of total awards at 4-year, 6-year, and 8-year status points.

The initial cohort can be revised and take allowable exclusions resulting in an adjusted cohort. Institutions are permitted to exclude from the initial cohort the following: 1) students who died or were totally and permanently disabled; 2) those who left school to serve in the armed forces or were called up to active duty; 3) those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and 4) those who left to serve on an office church mission.

The highest award and the type of award (i.e., certificate, Associate's, or Bachelor's) are reported at each status point. For students who did not earn an undergraduate award after 8-years of entry, the enrollment statuses are reported as either still enrolled at the institution, or subsequently transferred out of the institution. Unlike the Graduation Rates data, all institutions must report on a full-year cohort (students entering July 1 of one year to June 30 to the next) and on their transfer out students, regardless if the institution has a mission that provides substantial transfer preparation.

Finance

Core Revenues

Core revenues for public institutions reporting under GASB standards include tuition and fees; government (federal, state, and local) appropriations and operating and nonoperating grants/contracts; private gifts, grants, and contracts (private operating grants/contracts plus gifts and contributions from affiliated entities); sales and services of educational activities; investment income; other operating and nonoperating sources; and other revenues and additions (capital appropriations and grants and additions to permanent endowments). "Other core revenues" include federal appropriations, sales and services of educational activities, other operating and nonoperating sources, and other revenues and additions.

Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB standards include tuition and fees; government (federal, state, and local) appropriations and grants/contracts; private gifts, grants/contracts (including contributions from affiliated entities); investment return; sales and services of educational activities; and other sources (a generated category of total revenues minus the sum of core and noncore categories on the Finance component). "Other core revenues" include government (federal, state, and local) appropriations, sales and services of educational activities, and other sources.

Core revenues for private, for-profit institutions reporting under FASB standards include tuition and fees; government (federal, state, and local) appropriations and grants/contracts; private grants/contracts; investment income; sales and services of educational activities; and other sources (a generated category of total revenues minus the sum of core and noncore categories on the Finance component). "Other core revenues" include government (federal, state, and local) appropriations and other sources.

At degree-granting institutions, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores and dormitories), hospitals, and independent operations. Non-degree-granting institutions do not report revenue from auxiliary enterprises in a separate category, and thus may include these amounts in the core revenues from other sources.

Core Expenses

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, grant aid/scholarships and fellowships (net of discounts and allowances), and other functional expenses (a generated category of total expense minus the sum of core and noncore functions on the Finance component). Expenses for operation and maintenance of plant, depreciation, and interest are allocated to each of the other functions. Core expenses at degree-granting institutions exclude expenses for auxiliary enterprises (e.g., bookstores and dormitories), hospitals, and independent operations. Non-degree-granting institutions do not report expenses for auxiliary enterprises in a separate category and thus may include these amounts in the core expenses as other expenses. "Other core expenses" is the sum of grant aid/scholarships and fellowships and other expenses.

Endowment Assets

Endowment assets, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include gross investments of endowment funds, term endowment funds, and funds functioning as endowment for the institution and any of its foundations and other affiliated organizations. Private, for-profit institutions under FASB do not hold or report endowment assets.

Salaries and Wages

Salaries and wages for public institutions under GASB standards and private (not-for-profit and for-profit) institutions under FASB standards, include amounts paid as compensation for services to all employees regardless of the duration of service, and amounts made to or on behalf of an individual over and above that received in the form of a salary or wage.

Staff

FTE Staff

The full-time-equivalent (FTE) by occupational category is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. Graduate assistants are not included.

Equated Instructional Non-Medical Staff Salaries

Institutions reported the number of full-time nonmedical instructional staff and their salary outlays by academic rank, gender, and the number of months worked (9-, 10-, 11-, and 12-months). Salary outlays for staff who worked 10-, 11-, and 12-months were equated to 9-months of work by multiplying the outlays reported for 10-months by 0.90, the outlays reported for 11 months by 0.818, and the outlays reported for 12-months by 0.75. The equated 10-, 11-, and 12-outlays were then added to the outlays for instructional staff that worked 9-months to generate a total 9-month equated salary outlay. The total 9-month equated outlay was then divided by total number of instructional non-medical staff to determine an equated 9-month average salary. This calculation was done for each academic rank. Salary outlays were not reported for staff that work less than 9-months and were excluded.

Student-to-Faculty Ratio

Institutions can provide their institution's student-to-faculty ratio (i.e., student-to-instructional staff) for undergraduate programs or follow the NCES guidance in calculating their student-to-faculty ratio, which is as follows: the number of FTE students (using Fall Enrollment survey data) divided by total FTE instructional staff (using the total Primarily instruction + Instruction/research/public service staff reported in Human Resources component and adding any not primarily instructional staff that are teaching a credit course). For this calculation, FTE for students is equal to the number of the full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated. Students in "stand-alone" graduate or professional programs (such as, medicine, law, veterinary, dentistry, social work, or public health) and instructional staff teaching in these programs are excluded from the FTE calculations.

Additional Methodological Information

Additional methodological information on the IPEDS components can be found in the publications available at <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>.

Additional definitions of variables used in this report can be found in the IPEDS online glossary available at this provided link <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.



3575 College Road • Harrisburg, Illinois 62946

Telephone: 618-252-5400

**Southeastern Illinois College
2018-2019 Accreditation Review Evidence Document**

Document Title: Program Review Summary for 2017-2018

Office of Origin: Academic Services

Document Summary: Program Review summary final document for 2017-2018 academic year, submitted to ICCB on 8/30/2018.

| Program Review Cover Page | |
|--|---|
| College | Southeastern Illinois College |
| District Number | 533-01 |
| Contact Person (name, title, contact information) | Gina Sirach Executive Dean of Academic Services 3575 College Road Harrisburg, IL 62946 Phone: (618) 252-5400 ext. 2250 Fax: (618) 252-0538 E-Mail: gina.sirach@sic.edu |
| Fiscal Year Reviewed: | 2018 |
| Directory of Reviews Submitted | |
| Area Being Reviewed | Page Numbers |
| Career and Technical Education | 1-108 |
| Academic Disciplines | 109-147 |
| Cross-Disciplinary Instruction | 148-155 |
| Student and Academic Support Services | 156-160 |
| Prior Review Supplemental Information | 161-162 |
| Other Attachments As Necessary | 163-273 |

| Career & Technical Education | | | | |
|---|-----------------------|--|-------------------------|--|
| <i>COLLEGE NAME:</i> | | Southeastern Illinois College | | |
| <i>FISCAL YEAR IN REVIEW:</i> | | 2018 | | |
| PROGRAM IDENTIFICATION INFORMATION | | | | |
| <i>PROGRAM TITLE</i> | <i>DEGREE OR CERT</i> | <i>TOTAL CREDIT HOURS</i> | <i>6-DIGIT CIP CODE</i> | <i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i> |
| Cosmetology | Cert. | 38 | 120401 | |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential. | | | | |
| Program Objectives What are the overarching objectives/goals of the program? | | The Cosmetology program is designed to provide the student with knowledge and skills necessary to pass the licensing exam for the State Board of Registration and Education. | | |
| To what extent are these objectives being achieved? | | First-attempt board pass rate scores have ranged from 89% to 100% since the last review period. | | |
| Past Program Review Action What action was reported last time the program was reviewed? | | The program would be continued with minor revisions. | | |
| CTE PROGRAM REVIEW ANALYSIS | | | | |
| Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided. | | | | |

| | |
|--|--|
| <p>List all pre-requisites for this program (courses, placement scores, etc.).</p> | <p>Students must have a 20 or higher on the reading portion of the ACT or a score of 54 or higher on the AccuPlacer test and/or 4 or 5 on the PARCC. Students may also enroll in READ 106. A mandatory orientation is required at the beginning of the program.</p> <p>COS 171: Admittance in the Cosmetology Program and concurrent enrollment in COS 172 and Instructor consent</p> <p>COS 172: Admittance in the Cosmetology Program and concurrent enrollment in COS 171 and Instructor consent</p> <p>COS 173: COS 170, COS 171 and 172; concurrent enrollment in COS 170 is also acceptable and Instructor consent</p> <p>COS 174: COS 170, COS 171 and 172; concurrent enrollment in COS 170 is also acceptable and Instructor consent</p> <p>COS 170: Admittance into the Cosmetology Program</p> <p>COS 175: COS 170, COS 171, COS 172, COS 173, COS 174 and Instructor consent</p> <p>COS 176: COS 173, COS 174, and Instructor consent</p> <p>COS 177: COS 175, COS 176 and Instructor consent</p> <p>COS 178: COS 175, COS 176 and Instructor consent</p> <p>COS 270: COS 177, COS 178 and Instructor consent</p> <p>COS 271: COS 177, COS 178, completion of at least 750 clock hours, at least a 2.0 GPA, and Instructor consent</p> |
| <p>Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).</p> | <p>Please see the attached curriculum guide.</p> |
| <p>Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p> | <p>SIC's Cosmetology program includes 33 credit hours. Cosmetology education programs are regulated by Illinois Department of Financial and Professional Regulation (IDFPR). Programs are required to provide minimal hours of instruction in designated areas of cosmetology with a minimum of 1,500 clock hours prior to graduation. Students are also required to complete one semester of internship with extensive off-campus hours.</p> |
| <p>INDICATOR 1: NEED</p> | <p>RESPONSE</p> |

| | |
|--|--|
| 1.1 How strong is the occupational demand for the program? | <p>According to the Bureau of Labor Statistics, the profession is expected to grow 10 percent from 2016-2026, faster than the average of all occupations. Population growth will lead to greater demand for hair care services. https://www.bls.gov/ooh/personal-care-and-service/barbers-hairstylists-and-cosmetologists.htm</p> <p>Overall job opportunities are expected to be good. A large number of job openings will stem from the need to replace workers who transfer to other occupations, retire, or leave the occupation for other reasons. However, workers should expect strong competition for jobs and clients at higher paying salons, of which there are relatively few and for which applicants must compete with a larger pool of experienced hair stylists and cosmetologists.</p> |
| 1.2 How has demand changed in the past five years and what is the outlook for the next five years? | The projected job growth from 2012-2020 was 14%, so some decline is noted. |
| 1.3 What is the district and/or regional need? | Most students are hired before graduation. Area salons visit campus to recruit employees. More positions are open during “irregular” hours such as evenings and weekends. |
| 1.4 How are students recruited for this program? | <p>Cosmetology instructors accept invitations to high school career classes and participate in a number of community events throughout the year. Participation in events such as the Haunted Forest, Breakfast With Santa and the Daddy/Daughter Hair event bring exposure to the programs.</p> <p>A CTE spotlight day is held each fall semester allowing students from area high schools to visit the cosmetology lab and view cosmetology lab instruction with currently enrolled students.</p> |
| 1.5 Where are students recruited from? | Students are recruited from in-district high schools and from community events. |
| 1.6 Did the review of program need result in actions or modifications? Please explain. | Continue program with minor revisions. |
| INDICATOR 2: COST EFFECTIVENESS | RESPONSE |
| 2.1 What are the costs associated with this program? | Full time instruction, part time instruction, classroom supplies and equipment. Purchase and maintenance of equipment and purchase of salon quality products create significant expense, much of which is offset by student fees and clinic income. |
| 2.2 How do costs compare to other programs on campus? | The five-year average direct cost of this program is \$180.46 per credit hour and is higher than the five-year average direct cost of all CTE programs of \$174.88. The five-year average direct cost of all programs is \$108.30. |

| | |
|---|---|
| 2.3 How is the college paying for this program and its costs (e.g. grants, etc.)? | Education Fund: Tuition and fees, ICCB state system grants, and local tax revenue. |
| 2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain. | N/A |
| 2.5 Did the review of program cost result in any actions or modifications? Please explain. | Due to declining enrollment and ongoing state budget restraints, the full-time faculty position has been filled with an adjunct faculty member, and the spring-start class has been suspended. |
| INDICATOR 3: QUALITY | RESPONSE |
| 3.1 What are the program's strengths? | The curriculum is consistently updated. Technology, such as virtual reality hair cutting, has been implemented. The open clinic/salon is using high-grade salon products. Equipment is contemporary and in good repair. |
| 3.2 What are the identified or potential weaknesses of the program? | Low client base due to distance from nearby communities. Lack of cultural diversity among clients and students. |
| 3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? | Students receive instruction in face-to-face theory, hands-on lab practice, in open clinic (services open to public at reduced costs), and in the summer internship class. |
| 3.4 How does this program fit into a career pathway? | Students may enroll in the Cosmetology Teacher program after obtaining the cosmetology certificate and two years of full-time work experience. |
| 3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about? | New community service projects, such as the Daddy-Daughter event and Mother-Daughter Spa Day, have been implemented to increase exposure of the program and services. Students have also provided special clinic services for the area Garden Club members. |
| 3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools. | N/A |
| 3.7 What work-based learning opportunities are available and integrated into the curriculum? | As previously mentioned, students spend the summer semester at in-district salons working with mentors in internship settings. |
| 3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF). | SIC's Cosmetology programs are licensed through IDFPR. Ongoing licensure is required. |

| | |
|---|---|
| 3.9 Are industry-recognized credentials offered? If so, please list. | In addition to the Cosmetology certificate credential, graduates will be certified in Matrix hair color prior to graduation. Plans are in place to add a CND nail certification as well. |
| 3.10 Is this an apprenticeship program? If so, please elaborate. | Internship classes are included in the curriculum, but this is not an apprenticeship program. |
| 3.11 If applicable, please list the licensure examination pass rate. | Published state board pass rates include only first-attempt percentages. <ul style="list-style-type: none"> • 2016 89% • 2015 92% • 2014 100% • 2013 100% • 2012 100% |
| 3.12 What current articulation or cooperative agreements/initiatives are in place for this program? | N/A |
| 3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? | Educators visit campus from Matrix Education and Icon Shears to provide education and demonstrations on selected products. Area salon business owners have also visited campus to speak to students about the industry. |
| 3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average. | 16 students are accepted each fall with two part-time instructors employed. Ratio varies from 1:7 to 1:16. |
| 3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? | Instructors obtain required cosmetology teacher continued education units by utilizing Perkins' grant funding. |
| 3.16 What is the status of the current technology and equipment used for this program? | A TV monitor has been added to the main clinic to provide visual instruction and to display virtual reality software. |
| 3.17 What assessment methods are used to ensure student success? | Written and practical pre- and post-activities are done. |
| 3.18 How satisfied are students with their preparation for employment? | Informal contact indicates that graduates are satisfied with their education at SIC Cosmetology. Students are aware that many skills will be refined with practice, but are very satisfied with their entry-level training. |
| 3.19 How is student satisfaction information collected? | Through informal contact in the community or during visits while current students are participating in internships. Instructors are currently developing items to be placed on a graduate survey. |

| | |
|--|---|
| 3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) | Employers from across the district are invited to participate in Cosmetology's advisory council. Meetings are held twice a year. Instructors have contact with salon owners and employees while setting up and monitoring student internships. Several area salon owners visit campus for recruitment and/or presentations. |
| 3.21 How often does the program advisory committee meet? | The advisory council meets twice per academic year. |
| 3.22 How satisfied are employers in the preparation of the program's graduates? | Many students secure employment during their internship class. Feedback provided to faculty during internship visits has been positive. In addition, anecdotal comments from area salon businesses indicate that employers are satisfied with graduates' skills levels. |
| 3.23 How is employer satisfaction information collected? | Faculty reach out to area salons to assess satisfaction with graduates. Representatives from these salons also sit on the advisory council.. |
| 3.24 Did the review of program quality result in any actions or modifications? Please explain. | Faculty will continue to plan community outreach events to enhance cosmetology clinic skills. They are also updating course outlines and course content to ensure that the latest cosmetology trends are included in the program curriculum. |

DATA ANALYSIS FOR CTE PROGRAM REVIEW

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

| | | | | | |
|---|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| <i>CTE PROGRAM</i> | Cosmetology | | | | |
| <i>CIP CODE</i> | 120401 | | | | |
| | <i>YEAR 1 2012-13 FY 13</i> | <i>YEAR 2 2013-14 FY 14</i> | <i>YEAR 3 2014-15 FY 15</i> | <i>YEAR 4 2015-16 FY 16</i> | <i>YEAR 5 2016-17 FY 17</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i> | 58 | 58 | 37 | 35 | 38 |
| <i>NUMBER OF COMPLETERS</i> | 14 | 21 | 16 | 7 | 12 |
| <i>OTHER (PLEASE IDENTIFY)</i> | | | | | |
| How does the data support the program goals? Elaborate. | Students who graduate have completed state-required program goals and graduates are well prepared for state board exams. | | | | |
| What disaggregated data was reviewed? | The Office of Institutional Research and Effectiveness created a program level report that disaggregated enrollment and completer data by gender, race/ethnicity and academic year. In the near future, the Executive Dean | | | | |

| | |
|---|---|
| | of Academic Services and Executive Dean of Student Services will be collaborating with Institutional Research Office to determine if similar demographic analysis can be helpful or necessary at the discipline/course level. However, for the purpose of this Program Review, basic demographic data was used to compare program enrollment/completers to institutional and district makeup. The data was compared using a 5-year average and the percent (%) change since 2013. Additionally, the data was utilized to determine any noticeable trends or demographic gaps that could result in immediate attention. |
| Were there gaps in the data? Please explain. | Traditionally, students enrolled in the Cosmetology program are predominantly female. This Program Review reassures those gaps in both enrollment and completers. The current 5-year average enrollment for this program is 93% female versus 7% male. The College as a whole over the same period of time is 55% to 45% female to male ratio. Though enrollment was down as a percentage for all races/ethnicities over the 5-year review period, it was most noticeably down for minority populations in comparison. During this time, the College saw a -89% drop in enrollment of minority students versus a -70% drop in non-minority students. Though neither drop in enrollment is satisfactory, these gaps have been identified and will be addressed in the near future. |
| What is the college doing to overcome any identifiable gaps? | In January 2018, the College staffed its first full-time Office of Institutional Research as an approach to support institutional data analysis and to further be able to collect, monitor and analyze such data collection methods. The College will continue to work together with Institutional Research office, Student Services and Academic Services to create an approach to not only identify data gaps but to also create targeted approaches to addressing the persistence and completion needs of all programs in the institution. |
| Are the students served in this program representative of the total student population? Please explain. | The Cosmetology program is traditionally predominantly white female. During the review period, Cosmetology is 93% white female. Disaggregated data shows the College as a whole is 51% white female over the same 5-year period. |
| Are the students served in this program representative of the district population? Please explain. | When compared to the district population, the program is still heavily white female, and does fall right in line with labor statistics for Cosmetology professionals for the district. |
| REVIEW RESULTS | |
| Action | <input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify) |
| Summary Rationale Please provide a brief rationale for the chosen action. | The Cosmetology program is a very solid program. Student success has been prevalent during the past 5 years. Employers in the area indicate that they are satisfied with the graduates. Students are able to find employment upon graduation. During the program, students are able to |

| | |
|--|---|
| | <p>participate in community events to allow them to enhance cosmetology skills, in spite of a lower client base in the clinic due to our rural location. These events also allow the College to showcase student work. Instructors are very involved in the latest cosmetology trends and are always looking for ways to incorporate those trends into the curriculum so that students are up-to-date with cosmetology skills. Student retention is somewhat problematic. Some students drop the program early in the curriculum because they indicate that they did not understand the rigor and time commitment of the program, while others may leave to pursue full-time employment. The College has instituted use of the Starfish retention program to assist us in tracking students and to assist them with academic needs. The Cosmetology program will continue to use this program to assist students and enhance student retention.</p> |
| <p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p> | <p>Beginning each semester – review course outlines to ensure that course content is current. Beginning each academic year – plan community outreach events to enhance student skills. Every semester – utilize Starfish tracking system to flag students who are experiencing difficulty with courses so that assistance may be provided as needed.</p> |

COSMETOLOGY



Certificate

Minimum 38 hours

Career & Technical Education • Certificate • Minimum 2.0 OGPA • Major Code: CCOS

| First Semester | | Credit Hrs |
|----------------|-----------------------|------------|
| COS 171 | Cosmetology Theory I | 2 |
| COS 172 | Cosmetology Clinic I | 5 |
| COS 173 | Cosmetology Theory II | 3 |
| COS 174 | Cosmetology Clinic II | 5 |
| CPR 112* | Heartsaver First Aid | 1 |
| Total Hours | | 16 |

| Second Semester | | Credit Hrs |
|-----------------|-------------------------|------------|
| COS 170 | Salon Business Computer | 2 |
| COS 175 | Cosmetology Theory III | 2 |
| COS 176 | Cosmetology Clinic III | 5 |
| COS 177 | Cosmetology Theory IV | 2 |
| COS 178 | Cosmetology Clinic IV | 6 |
| Total Hours | | 17 |

| Third Semester | | Credit Hrs |
|----------------|------------------------|------------|
| COS 270 | Cosmetology Clinic V | 3 |
| COS 271 | Cosmetology Internship | 2 |
| Total Hours | | 5 |

THIS CURRICULUM is designed to provide the student with knowledge and skills necessary to pass the licensing exam for the State Board of Registration and Education. Students learn all phases of cosmetology, including theory, research, design, specialized skills, and complex cosmetology. Coursework is learned through lectures, practical instruction, study assignments, skill tests, written exams and internship experience.

INSTRUCTION IS IN A WELL-EQUIPPED CLASSROOM/LAB on campus in the Conference Center (B-Bldg/1st floor) and is licensed by the Illinois Department of Registration and Education. A total of 1500 clock hours is required by the State of Illinois for completion of the program. Attendance is, therefore, mandatory. Contact a college counselor to arrange a campus visit and tour the Cosmetology Department.

STUDENTS ARE ACCEPTED into the Cosmetology program in August of each year. Students are required to attend a mandatory orientation prior to the start date of class. Students must have a score of 20 or higher on the Reading portion of the ACT or a score of 54 on the AccuPlacer test and/or 4 or 5 on the PARCC, (or complete READ 106-3 at SIC with a grade of "C" or better) to begin the Cosmetology Program. Students purchase a textbook, two workbooks, clinic journal and kit the first semester, and these are used for the whole curriculum.

*Students must complete CPR 112 Heartsaver 1st Aid w/ CPR prior to program completion. Please check with an advisor for CPR 112 class registration during spring enrollment.

GRADUATION: Students must apply for graduation to receive the diploma from the college. Graduation is held at SIC in May of each year.

STATE BOARD EXAM: The Instructor will provide information about taking the State Board Exam for licensure.

COS 190-6 Cosmetology Refresher Course is available at Southeastern Illinois College for hairdressers who have a Cosmetology License that needs to be renewed. Phone the Cosmetology Instructor toll free at 1-866-338-2742 ext 2217 or 618/252-5400 ext 2217 for dates and times.

Occupational information about this program is available at O*NET online www.onetonline.org. Once at that website enter the SOC Code that is listed for this program. O*NET – SOC Code: 39-5012.00, 39-5091.00, 39-5092.00, 39-5094.00

This is a Gainful Employment Certificate Program that prepares the student for gainful employment in a recognized occupation. Information regarding program length, cost, average loan debt and completion rates for this program is available at http://www.sic.edu/ge_cosmetology. You may also access Gainful Employment information from the SIC home page by selecting "Your Right to Know" from the footer of the page, and then selecting the Gainful Employment Programs option.

Career Opportunities:

Cosmetologist, Salon Owner, Salon Manager, Salon Colorist, Manicurist, Skin Care Specialist, Makeup Artist.

Major Employers:

Styling Salons, Residential Care Facilities, Product Manufacturers, Government Institutions, Schools, and Distributors For Hair, Skin, and Nail Products.

06/17

Southeastern Illinois College • 3575 College Road • Harrisburg, Illinois 62946 • 618-252-5400 • www.sic.edu

| Career & Technical Education | | | | |
|---|-----------------------|---|-------------------------|--|
| <i>COLLEGE NAME:</i> | | Southeastern Illinois College | | |
| <i>FISCAL YEAR IN REVIEW:</i> | | 2018 | | |
| PROGRAM IDENTIFICATION INFORMATION | | | | |
| <i>PROGRAM TITLE</i> | <i>DEGREE OR CERT</i> | <i>TOTAL CREDIT HOURS</i> | <i>6-DIGIT CIP CODE</i> | <i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i> |
| Nail Technology | Cert. | 16 | 120410 | |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential. | | | | |
| Program Objectives What are the overarching objectives/goals of the program? | | The curriculum is designed to provide the student with knowledge and skills necessary to pass the licensing exam for the Illinois Department of Financial and Professional Regulation. | | |
| To what extent are these objectives being achieved? | | There have been no recent graduates. State board data from 20104 indicates a 100% board pass rate. | | |
| Past Program Review Action What action was reported last time the program was reviewed? | | The program would be continued with minor revisions. | | |
| CTE PROGRAM REVIEW ANALYSIS | | | | |
| Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided. | | | | |
| List all pre-requisites for this program (courses, placement scores, etc.). | | Students entering the nail tech program must be 16 years of age, be beyond the age of compulsory school attendance, or have a certificate of graduation from a secondary education institution. | | |
| Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.). | | Please see the attached curriculum guide. | | |
| Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree. | | The program includes 16 credit hours and is completed in one semester. | | |

| INDICATOR 1: NEED | RESPONSE |
|--|---|
| 1.1 How strong is the occupational demand for the program? | <p>Employment of manicurists and pedicurists is projected to grow 12 percent from 2016 to 2026, faster than the average for all occupations.</p> <p>The projected increase in employment reflects demand for new types of nail services, such as mini-sessions (quick manicures at a low cost) and mobile manicures and pedicures (nail services offered outside of the salon).</p> <p>The desire among many women and a growing number of men to lead a healthier lifestyle through better grooming and wellness also should result in higher employment for manicurists and pedicurists.</p> <p>Considered a low-cost luxury service, manicures and pedicures will continue to be in demand by individuals at all income levels. Job opportunities should be very good overall.</p> <p>The growing number of nail salons and the need to replace workers who leave the occupation each year will result in many job openings.me level</p> |
| 1.2 How has demand changed in the past five years and what is the outlook for the next five years? | The projected growth was higher for 2020 (17%). |
| 1.3 What is the district and/or regional need? | Many salons employ nail techs who are educated outside of the area, or cosmetologists who are qualified to provide nail services. |
| 1.4 How are students recruited for this program? | The program has not been offered in recent years due to low enrollment and constraints on numbers of hours permitted adjunct faculty. |
| 1.5 Where are students recruited from? | See above. |
| 1.6 Did the review of program need result in actions or modifications? Please explain. | The need for this program will continue to be monitored. |
| INDICATOR 2: COST EFFECTIVENESS | RESPONSE |
| 2.1 What are the costs associated with this program? | Part Time instruction and classroom supplies. The overall costs for the program are considerable. Maintaining stock of salon quality products, purchase of instruments, and maintaining electronic equipment (such as drills) creates cost. |

| | |
|--|---|
| 2.2 How do costs compare to other programs on campus? | The average direct cost of this program was \$171.42 per credit hour and is higher than the average direct cost of all CTE programs of \$164.79, over the same period FY 2013 and FY2014. The average direct cost of all programs during that period was \$104.88. |
| 2.3 How is the college paying for this program and its costs (e.g. grants, etc.)? | Education Fund: Tuition and fees, ICCB state system grants, and local tax revenue. |
| 2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain. | N/A |
| 2.5 Did the review of program cost result in any actions or modifications? Please explain. | While the program remains on active status, it has not been offered since 2013-14 due to cost and faculty availability issues. There is a lack of a qualified faculty pool to provide adjunct instructors, and employment of a full-time qualified faculty member is cost prohibitive at this time. |
| INDICATOR 3: QUALITY | RESPONSE |
| 3.1 What are the program's strengths? | Modern equipment was available at the program's inception. Ability for students to practice skills in open/public clinic created excellent skills opportunities for students. |
| 3.2 What are the identified or potential weaknesses of the program? | Low enrollment and inability to sustain adjunct faculty. |
| 3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? | Instruction is delivered in face-to-face theory format and in lab and open clinic. |
| 3.4 How does this program fit into a career pathway? | N/A |
| 3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about? | N/A |
| 3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools. | There are no dual credit opportunities available with this program. |
| 3.7 What work-based learning opportunities are available and integrated into the curriculum? | During the second 8 weeks, students provided services in open clinic. |

| | |
|---|---|
| 3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF). | Licensure for the program must be maintained through IDFPR. |
| 3.9 Are industry-recognized credentials offered? If so, please list. | Students who attend this program in the future will be eligible to obtain a CND nail certificate. |
| 3.10 Is this an apprenticeship program? If so, please elaborate. | Experience is obtained in open clinic under the direct supervision of a cosmetology teacher. |
| 3.11 If applicable, please list the licensure examination pass rate. | Documentation of pass rates is unavailable. |
| 3.12 What current articulation or cooperative agreements/initiatives are in place for this program? | N/A |
| 3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? | N/A |
| 3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average. | 1:12 |
| 3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? | Faculty may obtain CE's through utilization of Perkins grant funding. |
| 3.16 What is the status of the current technology and equipment used for this program? | If classes are held again, substantial repair and replacement of equipment and products would be necessary. |
| 3.17 What assessment methods are used to ensure student success? | During the academic years that the program was offered, program assessment plans were submitted and activities were implemented in the classroom. |
| 3.18 How satisfied are students with their preparation for employment? | Information is not available. |
| 3.19 How is student satisfaction information collected? | Anecdotal information from faculty conversations with area salon owners |

| | |
|--|--|
| 3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) | The program is served by the same advisory board council as the cosmetology program. |
| 3.21 How often does the program advisory committee meet? | Twice yearly. |
| 3.22 How satisfied are employers in the preparation of the program's graduates? | Unknown. |
| 3.23 How is employer satisfaction information collected? | Unknown |
| 3.24 Did the review of program quality result in any actions or modifications? Please explain. | There is a plan to monitor the need for this program. Since it has not been offered in the last few years, faculty and staff will continue to review the student/community requests for the program. |

DATA ANALYSIS FOR CTE PROGRAM REVIEW

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

| | | | | | |
|---|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| <i>CTE PROGRAM</i> | Nail Technology | | | | |
| <i>CIP CODE</i> | 120410 | | | | |
| | <i>YEAR 1 2012-13 FY 13</i> | <i>YEAR 2 2013-14 FY 14</i> | <i>YEAR 3 2014-15 FY 15</i> | <i>YEAR 4 2015-16 FY 16</i> | <i>YEAR 5 2016-17 FY 17</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i> | 21 | 14 | 0 | 0 | 0 |
| <i>NUMBER OF COMPLETERS</i> | 13 | 8 | 0 | 0 | 0 |
| <i>OTHER (PLEASE IDENTIFY)</i> | | | | | |
| How does the data support the program goals? Elaborate. | The program has had no enrollment since Year 2. | | | | |
| What disaggregated data was reviewed? | The Office of Institutional Research and Effectiveness created a program level report that disaggregated enrollment and completer data by gender, race/ethnicity and academic year. For the purpose of this Program Review, basic demographic data was used to compare program enrollment/completers to institutional and district makeup. The data was compared using a 5-year average and the percent (%) change since 2013. | | | | |

| | |
|--|---|
| | Additionally, the data was utilized to determine any noticeable trends or demographic gaps that could result in immediate attention. |
| Were there gaps in the data? Please explain. | Noticeable gaps are apparent in the completion rate of the program. Though the last three years the program had zero enrollment, for the two years of enrollment data the completion rate average was 59%. Another gap appears in the demographic data. The program had 100% female enrollment compared to 55% for the college over the same time frame. |
| What is the college doing to overcome any identifiable gaps? | In January 2018, the college staffed its first fulltime Office of Institutional Research as an approach to support institutional data analysis and to further be able to collect, monitor and analyze such data collection methods. The college will continue to work together with Institutional Research, Student Services and Academic Services to create an approach to not only identify data gaps but to also create targeted approaches to addressing the persistence and completion needs of all programs in the institution. |
| Are the students served in this program representative of the total student population? Please explain. | The program has not been in session in recent years. |
| Are the students served in this program representative of the district population? Please explain. | White female enrollment for this program was high in proportion to the district population. However, the labor statistics for Nail Tech professionals in the college district is also heavily white female in relation to the district population. |
| REVIEW RESULTS | |
| Action | <input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify) |
| Summary Rationale Please provide a brief rationale for the chosen action. | While the program remains on active status, it has not been offered since 2013-14 due to cost and faculty availability issues. There is a lack of a qualified faculty pool to provide adjunct instructors, and employment of a full-time qualified faculty member is cost prohibitive at this time. There is a plan to monitor the need for this program. Since it has not been offered in the last few years, faculty and staff will continue to review the student/community requests for the program. |
| Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step. | 2018-2019: <ul style="list-style-type: none"> • Discussions with faculty and staff about the need for the program. • Survey Cosmetology Advisory Board members regarding community need for program. • Discussions with Curriculum Committee about feedback from faculty, staff, and advisory board members. |

NAIL TECHNOLOGY



Certificate

Minimum 16 Hours

Career & Technical Education • Certificate • Minimum 2.0 OGPA • Major Code: CNT

| ONE SEMESTER | | Credit Hrs |
|--------------|---------------------|------------|
| COSN 111 | Nail Tech Theory | 4 |
| COSN 112 | Nail Tech Clinic | 4 |
| COSN 113 | Nail Tech Theory II | 4 |
| COSN 114 | Nail Tech Clinic II | 4 |
| Total Hours | | 16 |

Students must obtain a “C” or better in these courses in order to graduate and sit for the Illinois State Board Examination.

Students are accepted into the Nail Technology program at the beginning of each full semester.

Instruction is in a well-equipped lab on Campus and is licensed by the Illinois Department of Professional Regulation. A minimum of 350 clock hours are required by the State of Illinois for the completion of the program. Attendance is mandatory.

Students purchase a textbook bundle and a nail kit available at the SIC Bookstore.

Students will learn all phases of nail technology. Coursework is presented by lecture, demonstration, and classroom discussion. Students will take part in an open clinic. This curriculum is designed to provide the student with knowledge and skills necessary to pass the licensing exam for the Illinois Department of Financial and Professional Regulation.

To be eligible to sit for the Illinois state examination for Nail Technician, each applicant must meet the following requirements: 1) be at least 16 years of age; 2) is beyond the age of compulsory school attendance or has a certificate of graduation from a school providing secondary education or the recognized equivalent of that certificate; and 3) is a graduate of a cosmetology or nail technology school approved by the Division to teach nail technology in accordance with IDFPR guidelines, which includes a program of 350 hours in the study of nail technology extending over a period of not less than 8 weeks nor more than 2 consecutive years.

Occupational information about this program is available at O*NET online www.onetonline.org. Once at that website enter the SOC Code that is listed for this program.

O*NET – SOC Code: 39-5092.00

This is a Gainful Employment Certificate Program that prepares the student for gainful employment in a recognized occupation. Information regarding program length, cost, average loan debt and completion rates for this program is available at http://www.sic.edu/ge_nail_technology. You may also access Gainful Employment information from the SIC home page by selecting “Your Right to Know” from the footer of the page, and then selecting the Gainful Employment Programs option.

Career Opportunities:

Nail Technician, Nail Salon Manager, product educator, product sales rep, spa consultant and Nail Salon Owner.

Major Employers:

Nail Salons, hair salons, spas, product manufacturers and distributors, and schools.

06/17

Southeastern Illinois College • 3575 College Road • Harrisburg, Illinois 62946 • 618-252-5400 • www.sic.edu

| Career & Technical Education | | | | |
|---|-----------------------|---|-------------------------|--|
| <i>COLLEGE NAME:</i> | | Southeastern Illinois College | | |
| <i>FISCAL YEAR IN REVIEW:</i> | | 2018 | | |
| PROGRAM IDENTIFICATION INFORMATION | | | | |
| <i>PROGRAM TITLE</i> | <i>DEGREE OR CERT</i> | <i>TOTAL CREDIT HOURS</i> | <i>6-DIGIT CIP CODE</i> | <i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i> |
| Cosmetology Teacher Certificate | Cert. | 16 | 120413 | |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential. | | | | |
| Program Objectives What are the overarching objectives/goals of the program? | | The COS teacher certificate is designed to meet the needs of licensed cosmetologists who have met the two-year work experience criteria set by the Illinois Department of Financial and Professional Regulation (IDFPR) for a cosmetologist working in the industry. | | |
| To what extent are these objectives being achieved? | | The program has been successful in meeting these needs in the past, but enrollment has been nonexistent since FY 2014. | | |
| Past Program Review Action What action was reported last time the program was reviewed? | | The program would be continued with minor revisions. | | |
| CTE PROGRAM REVIEW ANALYSIS | | | | |
| Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided. | | | | |
| List all pre-requisites for this program (courses, placement scores, etc.). | | All candidates must have an active, unencumbered Illinois Cosmetology license and have completed two years of full-time work experience in the cosmetology industry. COS 210: Valid Illinois Cosmetology License with two years verifiable experience in the cosmetology field. COS 211: COS 210 or concurrent enrollment; must have a valid IL Cosmetology license with two years of verifiable experience in the cosmetology field. | | |
| Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.). | | Please see the attached curriculum guide. | | |

| | |
|--|--|
| Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree. | The certificate includes 16 credit hours. |
| INDICATOR 1: NEED | RESPONSE |
| 1.1 How strong is the occupational demand for the program? | The Bureau of Labor Statistics lists employment data for “Vocational Education Teachers,” etc. but does not specifically indicate need for cosmetology teachers. The job demand for postsecondary vocational education instructors is expected to rise 12% by 2022. The demand for cosmetologists is expected to rise 10% between 2016-2026. Job opportunities will continue to increase due to the increase in salon services offered and the need to replace workers who retire or leave the profession. |
| 1.2 How has demand changed in the past five years and what is the outlook for the next five years? | There is no published data indicating changes in job growth. |
| 1.3 What is the district and/or regional need? | Most area community colleges are hiring part-time instructors due to budget cuts and decreased enrollments. Moreover, instructors are needed in SIC’s district due to IDFPR’s stringent guidelines of required instructional hours. |
| 1.4 How are students recruited for this program? | Current instructors attempt recruitment in area salons, at advisory board meetings, and with current and past students. |
| 1.5 Where are students recruited from? | See above. |
| 1.6 Did the review of program need result in actions or modifications? Please explain. | The theory component of the program is offered online and as an independent study format to add flexibility for students. |
| INDICATOR 2: COST EFFECTIVENESS | RESPONSE |
| 2.1 What are the costs associated with this program? | Instructor and supplies. There would be a cost for updated cosmetology-teacher instructional materials. |
| 2.2 How do costs compare to other programs on campus? | Program was active in FY2013. The direct cost of this program was \$129.34 per credit hour and was lower than the direct cost of all CTE programs for FY2013 of \$151.31. The average direct cost for all programs in FY2013 was \$100.79. |
| 2.3 How is the college paying for this program and its costs (e.g. grants, etc.)? | Education Fund: Tuition and fees, ICCB state system grants, and local tax revenue. |

| | |
|---|--|
| 2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain. | N/A |
| 2.5 Did the review of program cost result in any actions or modifications? Please explain. | No modifications were required. |
| INDICATOR 3: QUALITY | RESPONSE |
| 3.1 What are the program's strengths? | The cosmetology teacher schedule can be flexible to meet the needs of the working cosmetologist. |
| 3.2 What are the identified or potential weaknesses of the program? | Experienced cosmetologists are not attracted to the college atmosphere or adjunct instructor pay. |
| 3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? | Traditional classroom content can be delivered face-to-face or online. Much instruction will occur in the lab/clinic while students are performing hands-on skills. |
| 3.4 How does this program fit into a career pathway? | Students who complete a cosmetology certificate and have specific work experience may enroll in the additional courses required to earn the cosmetology teacher certificate. |
| 3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about? | The theory portion of the course has been placed online to make the course more flexible for students who are working in the field as cosmetologists. |
| 3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools. | There are no dual credit opportunities for this program. |
| 3.7 What work-based learning opportunities are available and integrated into the curriculum? | Students are required to provide supervised instruction to students in open clinic and internship experiences. |
| 3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF). | Cosmetology teacher instruction falls under the same licensure as the cosmetology program (IDFPR). |
| 3.9 Are industry-recognized credentials offered? If so, please list. | COS teacher students would have the opportunity to obtain Matrix Color certification and CND nail certification. |

| | |
|---|--|
| 3.10 Is this an apprenticeship program? If so, please elaborate. | The cosmetology teacher student provides instruction to cosmetology students under direct supervision from a licensed COS teacher. |
| 3.11 If applicable, please list the licensure examination pass rate. | No recent graduates. |
| 3.12 What current articulation or cooperative agreements/initiatives are in place for this program? | None. |
| 3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? | Matrix Education and Icon Shears provide educational opportunities for students at all levels. |
| 3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average. | In past 1:1 or 1:2. |
| 3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? | Instructors obtain required cosmetology teacher continued education units by utilizing Perkins' grant funding |
| 3.16 What is the status of the current technology and equipment used for this program? | TV monitors with visual aids and virtual reality software have been placed in the main clinic. |
| 3.17 What assessment methods are used to ensure student success? | Instructors with students on an individualized basis, both in theory and in the clinic setting. Evaluation of student skills, with immediate instructor feedback is typical in this program. |
| 3.18 How satisfied are students with their preparation for employment? | The College has employed past graduates as instructors, and this has worked out very well. |
| 3.19 How is student satisfaction information collected? | Anecdotal reporting |
| 3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) | SIC is the primary employer of cosmetology teachers in this area. There is no engagement of other potential employers. |
| 3.21 How often does the program advisory committee meet? | The Cosmetology advisory council meets twice yearly. |

| | | | | | |
|--|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 3.22 How satisfied are employers in the preparation of the program's graduates? | The College has been very pleased with the preparation of the graduates hired as cosmetology instructors. | | | | |
| 3.23 How is employer satisfaction information collected? | In this case, direct observation. | | | | |
| 3.24 Did the review of program quality result in any actions or modifications? Please explain. | While we anticipate that this will always be a low enrollment program, we are going to begin offering the theory component online to make the course more flexible for working cosmetologists. This may assist in increasing enrollment, since most students who take the courses in the program continue to work in the field. | | | | |
| DATA ANALYSIS FOR CTE PROGRAM REVIEW | | | | | |
| Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available. | | | | | |
| <i>CTE PROGRAM</i> | Cosmetology Teacher Certificate | | | | |
| <i>CIP CODE</i> | 120413 | | | | |
| | <i>YEAR 1 2012-13 FY 13</i> | <i>YEAR 2 2013-14 FY 14</i> | <i>YEAR 3 2014-15 FY 15</i> | <i>YEAR 4 2015-16 FY 16</i> | <i>YEAR 5 2016-17 FY 17</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i> | 0 | 1 | 1 | 0 | 0 |
| <i>NUMBER OF COMPLETERS</i> | 1 | 1 | 0 | 0 | 0 |
| <i>OTHER (PLEASE IDENTIFY)</i> | | | | | |
| How does the data support the program goals? Elaborate. | There have been no recent graduates of the program. | | | | |
| What disaggregated data was reviewed? | This is a traditionally low enrollment program and the disaggregated data used was basic demographic information, completion rates and credit hour generation. | | | | |
| Were there gaps in the data? Please explain. | Noticeable gaps were very low program enrollment and zero enrollment for Years 4 and 5. The years with enrollment were also 100% white female. This is disproportionate for the College as a whole over the same 5-year period. | | | | |
| What is the college doing to overcome any identifiable gaps? | Considering such low enrollment, the College will continue to work with addressing ways to increase enrollment and completion rates. The College will also continue to monitor any noticeable gaps that may appear. Low enrollment also makes it very hard to address data gaps. | | | | |

| | |
|--|--|
| Are the students served in this program representative of the total student population? Please explain. | No. Low enrollment makes almost any comparison to the cCollege as a whole improbable. |
| Are the students served in this program representative of the district population? Please explain. | Again, considering the low enrollment, any comparison to the district population is disproportionate and not reflective. |
| REVIEW RESULTS | |
| Action | <input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify) |
| Summary Rationale Please provide a brief rationale for the chosen action. | While there are low enrollments noted for this program, the College has decided to continue the program because there is a need for cosmetology instructors. We will offer the theory portion of the course online as an independent study course to allow us to offer the course in spite of low enrollments. We hope that by offering the theory portion online, more students will be interested in enrolling in the program due to the increased flexibility of the courses and program. |
| Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step. | Beginning Fall 2018: We will offer the theory component of the program as an independent study. The student(s) will only have to be on campus for the clinic portion of the program. We currently have one student registered for this program for fall 2018 |

COSMETOLOGY TEACHER



Certificate

16 Semester Hours

Career & Technical Education • Certificate • Minimum 2.0 OGPA • Major Code: CCOSE

| | | Credit Hrs |
|-------------|------------------------|---------------|
| COS 210 | Cosmetology Teacher I | 10 |
| COS 211 | Cosmetology Teacher II | 6 |
| Total Hours | | 16 |

GRADUATES OF THIS CERTIFICATE PROGRAM are prepared to take the state licensure exam to become a licensed cosmetology instructor/teacher.

This certificate is designed to meet the needs of licensed Cosmetologists who wish to pursue a Cosmetology Teacher Certificate, who have met the required 2 year work experience criteria by the Illinois Department of Financial and Professional Regulations as a licensed Cosmetologist working within the Cosmetology industry.

Occupational information about this program is available at O*NET online www.onetonline.org. Once at that website enter the SOC Code that is listed for this program.

O*NET – SOC Code: 39-5012.00
39-5091.00
39-5092.00
39-5094.00

This is a Gainful Employment Certificate Program that prepares the student for gainful employment in a recognized occupation. Information regarding program length, cost, average loan debt and completion rates for this program is available at:

http://www.sic.edu/ge_cosmetology_teacher

You may also access Gainful Employment information from the SIC home page by selecting "Your Right to Know" from the footer of the page, and then selecting the Gainful Employment Programs option.

Career Opportunities:

Cosmetology Instructor, Cosmetology Teacher, District Manager for Product Distribution and Manufacturing Companies.

Major Employers:

Colleges, Technical Schools, Cosmetology Continuing Education Programs, Public and Private Salons, Self Employment, Cosmetic Distribution and Manufacturing Companies.

06/17

Southeastern Illinois College • 3575 College Road • Harrisburg, Illinois 62946 • 618-252-5400 • www.sic.edu

| Career & Technical Education | | | | |
|---|-----------------------|--|-------------------------|--|
| <i>COLLEGE NAME:</i> | | Southeastern Illinois College | | |
| <i>FISCAL YEAR IN REVIEW:</i> | | 2018 | | |
| PROGRAM IDENTIFICATION INFORMATION | | | | |
| <i>PROGRAM TITLE</i> | <i>DEGREE OR CERT</i> | <i>TOTAL CREDIT HOURS</i> | <i>6-DIGIT CIP CODE</i> | <i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i> |
| Computer Aided Design and Drafting | Cert. | 12 | 151302 | |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential. | | | | |
| Program Objectives What are the overarching objectives/goals of the program? | | To educate and train students in using computers to create 2-dimensional and 3-dimensional renditions of products and components for areas of architecture, engineering and production. | | |
| To what extent are these objectives being achieved? | | Objectives are met; however, enrollments have been very low in recent years. | | |
| Past Program Review Action What action was reported last time the program was reviewed? | | The program would be continued with minor revisions. | | |
| CTE PROGRAM REVIEW ANALYSIS | | | | |
| Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided. | | | | |
| List all pre-requisites for this program (courses, placement scores, etc.). | | All program Pre-Reqs follow program guide. DRA 133: DRA 130 or instructor consent DRA 136: DRA 135 or concurrent enrollment DRA 134: DRA 130, DRA 133, DRA 135 OR DRA 136 OR GRAP 121 | | |
| Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.). | | Please see attached. | | |
| Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree. | | This certificate program is only 12 hours. | | |

| INDICATOR 1: NEED | RESPONSE |
|--|---|
| 1.1 How strong is the occupational demand for the program? | Architectural, construction, engineering, and manufacturing careers still rely on computer-aided drafting to do business, so the occupational demand remains high for those professions. |
| 1.2 How has demand changed in the past five years and what is the outlook for the next five years? | The demand for these skills has been consistent for the last five years and is expected to remain high for the next five years. |
| 1.3 What is the district and/or regional need? | There are a number of engineering firms and carpentry/construction companies in the district that greatly benefit from employees with drafting skills and experience. |
| 1.4 How are students recruited for this program? | Some of the courses in this program are taught as dual credit courses in the high schools. As such, recruitment occurs within the individual high schools that offer those classes. At SIC, pre-engineering majors often complete the drafting certificate and are advised of the program upon registration as pre-engineer majors. |
| 1.5 Where are students recruited from? | Local participating high schools and the incoming pre-engineering freshman class at SIC. |
| 1.6 Did the review of program need result in actions or modifications? Please explain. | No. |
| INDICATOR 2: COST EFFECTIVENESS | RESPONSE |
| 2.1 What are the costs associated with this program? | Fees associated with using the various graphing software. |
| 2.2 How do costs compare to other programs on campus? | No direct costs with this program. Direct cost of all CTE programs per credit hour is \$174.88 Direct cost of all programs per credit hour is \$108.30 |
| 2.3 How is the college paying for this program and its costs (e.g. grants, etc.)? | Tuition and fees cover the costs of the program. |
| 2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain. | N/A |
| 2.5 Did the review of program cost result in any actions or modifications? Please explain. | Yes. For the GRAP 121 course, we will be evaluating switching from SolidWorks (\$2900 subscription fee) to Autodesk Inventor or Fusion360 (free to use). Autodesk is the company that produces AutoCad. When offered on campus, the DRA classes would use AutoCad free of charge as well. |
| INDICATOR 3: QUALITY | RESPONSE |

| | |
|---|---|
| 3.1 What are the program's strengths? | Using the AutoDesk suite of products means that the students will be learning how to draft using some of the preeminent software on the market. |
| 3.2 What are the identified or potential weaknesses of the program? | Enrollment numbers for the on-campus courses have been extremely low, and the courses are often cancelled due to low enrollment. |
| 3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? | Traditional, hands-on work in the computer lab. |
| 3.4 How does this program fit into a career pathway? | The skills learned from the courses in the program are necessary for engineering, design, manufacturing, construction, and architecture careers. |
| 3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about? | There have been no outstanding innovations that have been implemented in this program. |
| 3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools. | Yes. DRA 130 and DRA 133 are offered as dual credit courses within the high schools. |
| 3.7 What work-based learning opportunities are available and integrated into the curriculum? | The curriculum consists of hands-on work in which students are using computers to produce two- and three dimensional renderings just as they would in a career field. |
| 3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF). | Industry accreditation is not required. |
| 3.9 Are industry-recognized credentials offered? If so, please list. | Industry-recognized credentials are not offered. |
| 3.10 Is this an apprenticeship program? If so, please elaborate. | This is not an apprenticeship program. |
| 3.11 If applicable, please list the licensure examination pass rate. | N/A |
| 3.12 What current articulation or cooperative agreements/initiatives are in place for this program? | Dual credit contract agreements. |

| | |
|---|---|
| 3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? | No. |
| 3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average. | For the classes offered at SIC, 1 instructor per 5—10 students. |
| 3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? | If we decide to switch to the AutoDesk suite of products, instructors will have access to a variety of lesson plans and curricula to assist with course development. Instructors will also have a contact person within AutoDesk that can assist them with course improvements. |
| 3.16 What is the status of the current technology and equipment used for this program? | The computers in the labs and the software remain up-to-date and sufficient for the programs. |
| 3.17 What assessment methods are used to ensure student success? | This is the first year that the courses have been included in the Division of Mathematics, Science and Technology. Past assessment methods are not known. Assessment practices at the high school are unknown. Once the courses are offered again at SIC, they will be included in the assessment schedule. |
| 3.18 How satisfied are students with their preparation for employment? | Students appear to be comfortable in using CAD software upon completion of the courses. |
| 3.19 How is student satisfaction information collected? | Student evaluations of the courses and instructor. |
| 3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) | Advisory board members provide input regarding curriculum and placement. Staff recently reached out to employers in the district to determine if software utilized in the drafting courses is what is used in the workplace which is one of the factors why the College has decided to utilize AutoCAD versus Solidworks. |
| 3.21 How often does the program advisory committee meet? | Twice |
| 3.22 How satisfied are employers in the preparation of the program's graduates? | Data is not available on employer satisfaction. The college students that take these courses usually transfer to a university to finish their degree in engineering. |
| 3.23 How is employer satisfaction information collected? | Data is not available. |
| 3.24 Did the review of program quality result in any actions or modifications? Please explain. | No. |

| DATA ANALYSIS FOR CTE PROGRAM REVIEW | | | | | |
|--|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available. | | | | | |
| <i>CTE PROGRAM</i> | Computer Aided Design and Drafting | | | | |
| <i>CIP CODE</i> | 151302 | | | | |
| | <i>YEAR 1 2012-13 FY 13</i> | <i>YEAR 2 2013-14 FY 14</i> | <i>YEAR 3 2014-15 FY 15</i> | <i>YEAR 4 2015-16 FY 16</i> | <i>YEAR 5 2016-17 FY 17</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i> | 2 | 0 | 1 | 0 | 0 |
| <i>NUMBER OF COMPLETERS</i> | 7 | 5 | 4 | 0 | 0 |
| <i>OTHER (PLEASE IDENTIFY)</i> | | | | | |
| How does the data support the program goals? Elaborate. | Students have not completed the certificate program within the last two years. However, the program needs to remain so that the dual credit classes can continue to be offered in the high schools. | | | | |
| What disaggregated data was reviewed? | The Office of Institutional Research and Effectiveness created a program level report that disaggregated course enrollment and program completer data by gender, race/ethnicity and academic year. For the purpose of this Program Review, basic demographic data was used to compare program and course enrollment/completers to institutional and district makeup. The data was compared using a 5-year average and the percent (%) change since 2013. Additionally, the data was utilized to determine any noticeable trends or demographic gaps that could result in immediate attention. | | | | |
| Were there gaps in the data? Please explain. | Despite data indicating program enrollment is low, course level data demonstrates students are enrolling in individual courses, either as dual credit or when the courses are offered on campus. Disaggregated data shows enrollment is mostly male at 81% over the 5-year review period. The racial/ethnic makeup of the enrollment is also 93% white over the same period. Both data points are higher than the College at 45% male and 89% white over the same period. | | | | |
| What is the college doing to overcome any identifiable gaps? | In January 2018, the College staffed its first full-time Office of Institutional Research as an approach to support institutional data analysis and to further be able to collect, monitor and analyze such data collection methods. The College will continue to work together with Institutional Research office, Student Services and Academic Services to create an approach to not only identify data gaps but to also create targeted approaches in addressing persistence and completion needs of all programs in the institution. | | | | |
| Are the students served in this program representative of the total | As indicated above, this program is more male-dominated than the student body average as a whole. It also leans slightly more white (93% to 89%) than the student body population. | | | | |

| | |
|--|---|
| student population? Please explain. | |
| Are the students served in this program representative of the district population? Please explain. | Students served in this program lean more male-dominated than the district population (81% to 50%). |
| REVIEW RESULTS | |
| Action | <input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify) |
| Summary Rationale Please provide a brief rationale for the chosen action. | Although students are not enrolling in or completing the entire certificate program, the program still needs to be in place so that the individual courses can be applied to something physical, which is required for dual credit courses. |
| Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step. | <p>Steps will be taken to try and increase enrollment in the program so that SIC can consistently offer the courses, even if the courses are offered only once every two years.</p> <p>Spring 2017- Schedule the appropriate on-campus course(s) for Fall 2018. Create flyers to distribute on campus and to district high schools to market the courses.</p> |

COMPUTER AIDED DESIGN and DRAFTING



Certificate

Minimum 12 hours

Career & Technical Education • Certificate • Minimum 2.0 OGPA • Major Code: CCAD

| | | Credit Hrs |
|-----------------------|----------------------------------|------------|
| DRA 130 or DRA 135 | Intro to AutoCAD 3-D Modeling | 3 |
| DRA 133 or DRA 136 | 3D AutoCAD 2-D Drafting | 3 |
| DRA 134 | Rendering 3-D Models | 3 |
| GRAP 121 | Engineering Graphics I | 3 |
| Total Hours | | 12 |

Placement test scores are not required for this program.

THIS COMPUTER AIDED DRAFTING CERTIFICATE is designed to train and educate students interested in using computers to assist with the design of products and parts. An understanding of CAD will benefit students with interest in architecture, agriculture, engineering, particularly civil engineering, carpentry, and welding. This certificate program is designed to allow students to complete this coursework in the evening for those who work or are enrolled as a student full-time during the day.

The well-equipped Computer Lab is updated and maintained for quality training and technical instruction with current software used in the industry.

Career Opportunities:
Drafter, Architectural Drafter, Mechanical Drafter, Surveying Drafter.

Major Employers:
Engineering and Architectural Firms; Metals and Machinery Manufacturing Companies; Welding Firms; Construction Firms.

10/17

Southeastern Illinois College • 3575 College Road • Harrisburg, Illinois 62946 • 618-252-5400 • www.sic.edu

| Career & Technical Education | | | | |
|---|-----------------------|---|-------------------------|--|
| <i>COLLEGE NAME:</i> | | Southeastern Illinois College | | |
| <i>FISCAL YEAR IN REVIEW:</i> | | 2018 | | |
| PROGRAM IDENTIFICATION INFORMATION | | | | |
| <i>PROGRAM TITLE</i> | <i>DEGREE OR CERT</i> | <i>TOTAL CREDIT HOURS</i> | <i>6-DIGIT CIP CODE</i> | <i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i> |
| Basic Operations Firefighter | Cert. | 20.5 | 430203 | |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential. | | | | |
| Program Objectives What are the overarching objectives/goals of the program? | | This program is designed to provide the basic instruction prescribed by the Illinois State Fire Marshal Division of Personnel Standards and Education to prepare students for the Basic Operations Firefighter examination. This program also leads to entry-level employment, an A.A.S. in Public Safety Management, and entry into a bachelor's degree program at a university. | | |
| To what extent are these objectives being achieved? | | This program's objectives are being achieved. | | |
| Past Program Review Action What action was reported last time the program was reviewed? | | The program would be continued with minor revisions. | | |
| CTE PROGRAM REVIEW ANALYSIS | | | | |
| Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided. | | | | |
| List all pre-requisites for this program (courses, placement scores, etc.). | | FIRE 135: FFII and Hazardous Materials Awareness | | |
| Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.). | | Please see the attached curriculum guide. | | |

| | |
|--|--|
| Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree. | N/A |
| INDICATOR 1: NEED | RESPONSE |
| 1.1 How strong is the occupational demand for the program? | According to the Bureau of Labor Statistics, employment of firefighters is projected to grow 7 percent from 2016 to 2026. Although improved building materials and building codes have resulted in a long-term decrease in fires and fire fatalities, firefighters will still be needed to respond to fires. |
| 1.2 How has demand changed in the past five years and what is the outlook for the next five years? | Prospective firefighters will likely face strong competition for jobs. Many people are attracted to the job's challenges and the opportunity for public service. Additionally, many people are attracted to the career because its education requirement is a high school diploma. As a result, a department may receive hundreds of applicants for a single position. |
| 1.3 What is the district and/or regional need? | There are many small fire departments in our district, most made up of volunteers who serve their communities. |
| 1.4 How are students recruited for this program? | Students are recruited for this program through advertising and word-of-mouth. |
| 1.5 Where are students recruited from? | Students are generally recruited from area high schools and community events.. |
| 1.6 Did the review of program need result in actions or modifications? Please explain. | Program review identified the need to merge some curriculum from a couple courses. Research is in progress. |
| INDICATOR 2: COST EFFECTIVENESS | RESPONSE |
| 2.1 What are the costs associated with this program? | Instruction, class supplies, and equipment repairs. |
| 2.2 How do costs compare to other programs on campus? | The average direct cost of this program was \$341.05 per credit hour. The average direct cost of all CTE programs was \$174.88 per credit hour in the time period reviewed, and the average direct cost of all programs was \$108.30 per credit hour. |
| 2.3 How is the college paying for this program and its costs (e.g. grants, etc.)? | Education Fund: Tuition & Fees, ICCB state system grants, and local tax revenue. Auxiliary Fund: Training and Competition fees charged. |
| 2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain. | N/A |

| | |
|---|--|
| 2.5 Did the review of program cost result in any actions or modifications? Please explain. | A review of the program cost did not result in any modifications at this time |
| INDICATOR 3: QUALITY | RESPONSE |
| 3.1 What are the program's strengths? | The program strengths are instructors with a vast amount of experience and small classroom size. SIC also has a burn tunnel and an above-ground mine simulator that allows students hands-on experience with fire training techniques. |
| 3.2 What are the identified or potential weaknesses of the program? | The greatest potential weakness of this program is the lack of enrollment. |
| 3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? | Traditional |
| 3.4 How does this program fit into a career pathway? | This program can help individuals meet steps two through four of the Career Pathways Model. A student may choose individual classes for specific skills or retraining, or the certificate which could be applied to the degree program to meet the requirements for entry-level to mid-level employment. |
| 3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about? | The addition of a mine simulator has created a new venue for training to increase fire fighter training safety. This facility utilizes state of the art technology to provide new customized training. |
| 3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools. | None |
| 3.7 What work-based learning opportunities are available and integrated into the curriculum? | Courses provide hands-on training for real-life situations on the job. |
| 3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF). | Not required for this program |
| 3.9 Are industry-recognized credentials offered? If so, please list. | Industry recognized credentials are not offered. However, this course is designed to provide the basic instruction prescribed by the Illinois State Fire Marshal Division of Personnel Standards and Education for preparation for the Basic Operations Firefighter examination. |

| | |
|---|--|
| 3.10 Is this an apprenticeship program? If so, please elaborate. | This is not an apprenticeship program. |
| 3.11 If applicable, please list the licensure examination pass rate. | Not applicable. |
| 3.12 What current articulation or cooperative agreements/initiatives are in place for this program? | This program's courses count towards the completion of an A.A.S. degree in Public Safety Management at Southeastern Illinois College. This degree has an articulation agreement in place with SIU-C. |
| 3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? | No additional partnerships have been formed since the last review. |
| 3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average. | The faculty student ratio ranges from 1 instructor for 2 to 8 students for an average of 5 students per instructor. |
| 3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? | Instructors complete professional development independently. Most of the part-time instructors work as full- or part-time firefighters and receive training through their own departments. |
| 3.16 What is the status of the current technology and equipment used for this program? | Current equipment for the program is in serviceable condition. However, the equipment requires frequent maintenance to sustain performance. |
| 3.17 What assessment methods are used to ensure student success? | Through testing and hands-on assessments. |
| 3.18 How satisfied are students with their preparation for employment? | Unknown due to low attendance. |
| 3.19 How is student satisfaction information collected? | Through surveys. |
| 3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) | Employers are directly engaged in this program through adjunct faculty. |
| 3.21 How often does the program advisory committee meet? | Twice a year. |

| | | | | | |
|---|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 3.22 How satisfied are employers in the preparation of the program's graduates? | Unknown due to low attendance. | | | | |
| 3.23 How is employer satisfaction information collected? | Through surveys, emails, in-person, and by phone as needed. | | | | |
| 3.24 Did the review of program quality result in any actions or modifications? Please explain. | The review did not indicate a need to make adjustments to the program to increase quality. | | | | |
| <p align="center">DATA ANALYSIS FOR CTE PROGRAM REVIEW</p> <p>Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.</p> | | | | | |
| <i>CTE PROGRAM</i> | Basic Operations Firefighter | | | | |
| <i>CIP CODE</i> | 430203 | | | | |
| | <i>YEAR 1 2012-13 FY 13</i> | <i>YEAR 2 2013-14 FY 14</i> | <i>YEAR 3 2014-15 FY 15</i> | <i>YEAR 4 2015-16 FY 16</i> | <i>YEAR 5 2016-17 FY 17</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i> | 8 | 4 | 2 | 0 | 0 |
| <i>NUMBER OF COMPLETERS</i> | 0 | 0 | 0 | 0 | 0 |
| <i>OTHER (PLEASE IDENTIFY)</i> | | | | | |
| How does the data support the program goals? Elaborate. | The data reflects that although program goals are in place, attendance and course completion is low. | | | | |
| What disaggregated data was reviewed? | For the purpose of this Program Review, basic demographic data was used to compare program enrollment/completers to institutional and district makeup. Due to low program enrollment, further disaggregation was not necessary. | | | | |
| Were there gaps in the data? Please explain. | Due to low program enrollment, any discernable gaps in the data were not noted. | | | | |
| What is the college doing to overcome any identifiable gaps? | N/A | | | | |
| Are the students served in this program representative of the total | Yes. The student population consists of traditional and non-traditional students. | | | | |

| | |
|--|---|
| student population? Please explain. | |
| Are the students served in this program representative of the district population? Please explain. | Yes. The student population consists of traditional and non-traditional students. |
| REVIEW RESULTS | |
| Action | <input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify) |
| Summary Rationale Please provide a brief rationale for the chosen action. | <p>While the job outlook statistics provided by the Bureau of Labor Statistics is promising, enrollments have been very low for the past few years. While part of the reason may be lack of student interest in the program, there has been significant change in the Illinois State Fire Marshal Division of Personnel Standards and Education for preparation for the Basic Operations Firefighter examination. Staff has been communicating with this office to keep abreast of changing requirements. We anticipate curriculum changes in the near future for this program. There are expected modifications; however, we are unable to move forward with the modifications until the requirements are finalized.</p> |
| Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step. | <p>Beginning Fall 2018:</p> <ul style="list-style-type: none"> • Continue to stay in contact with the State Fire Marshal's office regarding curriculum change requirements • Revise courses in the program as needed per state requirements |

BASIC OPERATIONS FIREFIGHTER



Certificate

Minimum 20.5 hours

Career & Technical Education • Certificate • Major Code: CBFF

| | | Credit Hrs |
|-------------|--------------------------------|------------|
| FIRE 115 | Orientation to Fire Fighting | 4 |
| FIRE 116 | Fire Suppression Techniques | 4 |
| FIRE 117 | Loss Control | 4 |
| FIRE 135 | Hazardous Materials Operations | 3 |
| FIRE 159 | Fire Service Vehicle Operator | 4 |
| FIRE 170 | Technical Rescue Awareness | 1 |
| CPR 112 | Heartsaver First Aid/CPR/AED | .5 |
| Total Hours | | 20.5 |

Placement test scores are not required for this program.

THESE CORE COURSES are designed to provide the basic instruction prescribed by the Illinois State Fire Marshal Division of Personnel Standards and Education to prepare for the Basic Operations Firefighter (formerly Firefighter II) Examination. This program includes firefighting techniques, fire prevention, hazardous materials, municipal building codes, and emergency procedures. Equipment used includes axes, saws, chemical extinguishers, ladders, ropes, salvage, and other firefighting, rescue and communication equipment.

In addition to the course requirements listed above, students must also successfully complete and provide documentation for the following items to sit for the Basic Operations Firefighter examination.

- NIMS 100*
- NIMS 700*
- Completion of the "Courage to Be Safe"™ course**

*For information regarding the NIMS courses, which are offered at no cost, go to the FEMA website at <http://training.fema.gov/IS/NIMS.asp>.

**Information for dates and times of the "Courage to Be Safe"™ course will be provided by the instructor and/or can be obtained from area fire department(s).

THE INSTRUCTOR WILL PROVIDE INFORMATION AS TO WHEN AND WHERE THE TEST WILL BE HELD FOR THE BASIC OPERATIONS FIREFIGHTER LICENSURE.

AN APPLICATION FOR GRADUATION must be completed in Enrollment Services (E103) to receive a Diploma from Southeastern Illinois College for this program. Also, a high school diploma or GED must be on file in the Records Office.

FIRE SCIENCE DEGREES: See the FIRE SCIENCE Associate in Applied Science Degree also offered by Southeastern Illinois College. FIRE SCIENCE is available for firefighters who are already a member of a Fire Department. These are weekend classes that are taught by Southeastern Illinois College and other sites by faculty from the University of Illinois Fire Service Institute, 11 Gerty Drive, Champaign, Illinois 61820.

Note: This is not a PELL Grant eligible certificate.

Career Opportunities:
Firefighter

Major Employers:
Municipal Fire Departments.

10/17

| Career & Technical Education | | | | |
|---|-----------------------|---|-------------------------|--|
| <i>COLLEGE NAME:</i> | | Southeastern Illinois College | | |
| <i>FISCAL YEAR IN REVIEW:</i> | | 2018 | | |
| PROGRAM IDENTIFICATION INFORMATION | | | | |
| <i>PROGRAM TITLE</i> | <i>DEGREE OR CERT</i> | <i>TOTAL CREDIT HOURS</i> | <i>6-DIGIT CIP CODE</i> | <i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i> |
| Public Safety Management | Degree | 62 | 430203 | |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential. | | | | |
| Program Objectives What are the overarching objectives/goals of the program? | | The Public Safety Management program is designed to provide advanced practical course work in the areas of fire service-related management and supervision. The program trains individuals to identify, analyze and resolve problems within their discipline. The College established a Regional Training Center in 2003 on campus in cooperation with the University of Illinois IFSI (Illinois Fire Service Institute) and offers training classes to local firefighters, officers, rescue personnel and command staff. The program offers a capstone program with SIU-C through the A.A.S. for students interested in pursuing a four-year bachelor's degree in Fire Service Management. | | |
| To what extent are these objectives being achieved? | | Objectives have been met; however, we are currently communicating with IFSI regarding necessary curriculum changes and will be reviewing courses in the program to evaluate the need for course revisions based on feedback from IFSI. | | |
| Past Program Review Action What action was reported last time the program was reviewed? | | The program would be continued with minor revisions. | | |
| CTE PROGRAM REVIEW ANALYSIS | | | | |
| Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided. | | | | |

| | |
|---|--|
| List all pre-requisites for this program (courses, placement scores, etc.). | <p>All program Pre-Reqs follow program guide.</p> <p>ENG 121: Accuplacer score of 77+ or completion of fundamental courses (ENG 101, ENG 105, ENG 109)</p> <p>ENG 122: ENG 121 or instructor consent (Choice of Math)</p> <p>MATH 151: Accuplacer score or completion of fundamental course (MATH 101)</p> <p>MATH 144: Accuplacer score of completion of fundamental courses (MATH 101, MATH 106, MATH 109)</p> <p>MATH 128: Accuplacer score or completion of fundamental courses (MATH 101, MATH 106, MATH 109)</p> <p>CHEM 123: MATH 109</p> <p>FIRE 135: FFII and Hazardous Materials Awareness</p> |
| Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.). | Please see the attached curriculum guide. |
| Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree. | College policy requires that associate degree programs consist of 62 credit hours. |
| INDICATOR 1: NEED | RESPONSE |
| 1.1 How strong is the occupational demand for the program? | There will be a continual need and interest in firefighting. Firefighting is a public service that is accessible in small and larger communities alike throughout the College district and in southeastern Illinois in general. Enrollments remain steady in the core courses, with fewer students pursuing the A.A.S. degree program due in part to the fact that fire service and rescue agencies require the Basic level training initially. Demand is directly related to community needs for service personnel. |
| 1.2 How has demand changed in the past five years and what is the outlook for the next five years? | Employment is projected to grow 5 percent from 2014 to 2024, about as fast as the average for all occupations. |
| 1.3 What is the district and/or regional need? | There are small fire departments located throughout the district and region. The demand for firefighters is directly related to the needs of each department. |
| 1.4 How are students recruited for this program? | Students are recruited for this program through advertising and word-of-mouth. |
| 1.5 Where are students recruited from? | Students are generally recruited from area high schools. |

| | |
|--|--|
| 1.6 Did the review of program need result in actions or modifications? Please explain. | Program review identified the need to possibly merge some curriculum from a couple courses. Research is in progress. |
| INDICATOR 2: COST EFFECTIVENESS | RESPONSE |
| 2.1 What are the costs associated with this program? | Instruction, class supplies, and equipment repairs. |
| 2.2 How do costs compare to other programs on campus? | The average direct cost of this program was \$341.05 per credit hour in the time period reviewed. The average direct cost of all CTE programs was \$174.88 per credit hour with the average direct cost of all programs at \$108.30 per credit hour. |
| 2.3 How is the college paying for this program and its costs (e.g. grants, etc.)? | Education Fund: Tuition & Fees, ICCB state system grants, and local tax revenue. Auxiliary Fund: Training and Competition fees charged. |
| 2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain. | N/A |
| 2.5 Did the review of program cost result in any actions or modifications? Please explain. | A review of the program cost did not result in any modifications at this time |
| INDICATOR 3: QUALITY | RESPONSE |
| 3.1 What are the program's strengths? | The program strengths are instructors with a vast amount of experience and small classroom size. |
| 3.2 What are the identified or potential weaknesses of the program? | Fire courses have not been offered in recent years because they are Illinois Fire Service Institute courses and enrollment numbers have not met minimum requirements per IFSI.. |
| 3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? | Traditional and online. |
| 3.4 How does this program fit into a career pathway? | This program can help individuals meet steps two through four of the Career Pathways Model. A student may choose individual classes for specific skills or retraining, or the certificate which could be applied to the degree program to meet the requirements for entry-level to mid-level employment. Alternatively, students may transfer to SIU-C for transfer into a Capstone program. |
| 3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about? | None |

| | |
|---|---|
| 3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools. | Multiple courses within this degree program may be taken as part of the Early College Program across multiple high schools in the district. Dual Credit Courses: ENG 121, ENG 122, MATH 144, MATH 128, MATH 151, PSYC 121, PYSC 131, BIO 121, BIO 161 |
| 3.7 What work-based learning opportunities are available and integrated into the curriculum? | Courses provide hands-on training for real-life situations on the job. |
| 3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF). | Not Applicable |
| 3.9 Are industry-recognized credentials offered? If so, please list. | Not Applicable |
| 3.10 Is this an apprenticeship program? If so, please elaborate. | This is not an apprenticeship program. |
| 3.11 If applicable, please list the licensure examination pass rate. | Not Applicable |
| 3.12 What current articulation or cooperative agreements/initiatives are in place for this program? | This degree has an articulation agreement in place with SIU-C. |
| 3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? | No additional partnerships have been formed since the last review. |
| 3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average. | The faculty student ratio ranges from 1 instructor for 2 to 8 students for an average of 5 students per instructor. |
| 3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? | Instructors complete professional development independently through their own fire departments. |
| 3.16 What is the status of the current technology and equipment used for this program? | Current equipment for the program is in serviceable condition. However, the equipment requires frequent maintenance to sustain performance. |
| 3.17 What assessment methods are used to ensure student success? | Through testing and hands-on assessments. |

| | |
|--|--|
| 3.18 How satisfied are students with their preparation for employment? | Unknown due to low attendance. |
| 3.19 How is student satisfaction information collected? | Through surveys. |
| 3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) | Employers are directly engaged in this program through adjunct faculty and advisory board members. |
| 3.21 How often does the program advisory committee meet? | Twice a year. |
| 3.22 How satisfied are employers in the preparation of the program's graduates? | Unknown due to low attendance. |
| 3.23 How is employer satisfaction information collected? | Through surveys, emails, in-person, and by phone as needed. |
| 3.24 Did the review of program quality result in any actions or modifications? Please explain. | The review did not indicate a need to make adjustments to the program to increase quality. |

DATA ANALYSIS FOR CTE PROGRAM REVIEW

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

| | | | | | |
|------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| <i>CTE PROGRAM</i> | Public Safety Management | | | | |
| <i>CIP CODE</i> | 430203 | | | | |
| | <i>YEAR 1 2012-13 FY 13</i> | <i>YEAR 2 2013-14 FY 14</i> | <i>YEAR 3 2014-15 FY 15</i> | <i>YEAR 4 2015-16 FY 16</i> | <i>YEAR 5 2016-17 FY 17</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i> | 11 | 5 | 11 | 7 | 4 |
| <i>NUMBER OF COMPLETERS</i> | 0 | 1 | 0 | 0 | 0 |
| <i>OTHER (PLEASE IDENTIFY)</i> | | | | | |

| | |
|--|---|
| How does the data support the program goals? Elaborate. | The data reflects that although program goals are in place, attendance and course completion is low. |
| What disaggregated data was reviewed? | Both enrollment and completer data were broken down by gender, race/ethnicity and academic year. For the purpose of this Program Review, basic demographic data was used to compare program enrollment/completers to institutional and district makeup. Due to low program enrollment, further disaggregation was not necessary. |
| Were there gaps in the data? Please explain. | Due to low program enrollment, any discernable gaps in the data were not noted. |
| What is the college doing to overcome any identifiable gaps? | Not Applicable |
| Are the students served in this program representative of the total student population? Please explain. | Yes. The student population consists of traditional and non-traditional students. |
| Are the students served in this program representative of the district population? Please explain. | Yes. The student population consists of traditional and non-traditional students. |
| REVIEW RESULTS | |
| Action | <input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify) |
| Summary Rationale Please provide a brief rationale for the chosen action. | <p>The Public Safety Management program is designed to provide advanced practical course work in the areas of fire service-related management and supervision. The program trains individuals to identify, analyze and resolve problems within their discipline. The College established a Regional Training Center in 2003 on campus in cooperation with the University of Illinois IFSI (Illinois Fire Service Institute) and offers training classes to local firefighters, officers, rescue personnel and command staff</p> <p>The fire courses have not been offered in recent years due to curriculum revisions currently being made by the IFSI.</p> |
| Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step. | <p>Beginning Fall 2018:</p> <ul style="list-style-type: none"> • Continue communication with the State Fire Marshal's office and IFSI regarding necessary curriculum changes • After curriculum revisions are complete, begin marketing campaign to increase program enrollments |

| | |
|--|---|
| | <ul style="list-style-type: none">• Continue to work with SIU-C to update curricula changes and/or requirements for the capstone program. |
|--|---|

PUBLIC SAFETY MANAGEMENT



A.A.S. Degree

Minimum 62 hours

Career & Technical Education • Associate in Applied Science Degree • Minimum 2.0 OGPA • Major Code: DFS

SEE THE BASIC FIREFIGHTING CERTIFICATE elsewhere in this Catalog. Students must complete FIRE 115, FIRE 116, and FIRE 117 or equivalents to take higher level FIRE SCIENCE Courses.

FIRST YEAR

| Fall Semester | | Credit Hrs |
|---|--|------------|
| FIRE 115 | Orientation to Fire Fighting | 4 |
| BIOL 121 | Introductory Biology | 4 |
| HYG 113 | First Aid & CPR | 2 |
| ENG 121 | Rhetoric & Composition I | 3 |
| MATH 151 or MATH 144* or MATH 128 | Occupational Math Heart of Mathematics College Algebra | 4 |
| Total Hours | | 17 |

| Spring Semester | | Credit Hrs |
|-----------------|-----------------------------|------------|
| FIRE 116 | Fire Suppression Techniques | 4 |
| HIST 241 | American History I | 3 |
| ENG 122 | Rhetoric & Composition II | 3 |
| CHEM 123 | Basic Inorg/Org Chemistry | 4 |
| Total Hours | | 14 |

SECOND YEAR

| Fall Semester | | Credit Hrs |
|--------------------------|---|------------|
| FIRE 117 | Loss Control | 4 |
| COM 121* or COM 146 | Principles of Speaking Business/Professional Comm. | 3 |
| ELECTIVE | | 3 |
| FINE ARTS ELECTIVE | | 3 |
| PSYC 131 or PSYC 121* | Human Relations Intro Psychology | 3 |
| Total Hours | | 16 |

| Spring Semester | | Credit Hrs |
|---------------------|----------------------------|------------|
| FIRE 135 | Hazardous Materials Ops | 3 |
| FIRE 159 | Fire Service Vehicle Ops | 4 |
| FIRE 170 | Technical Rescue Awareness | 1 |
| ELECTIVE | | 4 |
| HUMANITIES ELECTIVE | | 3 |
| Total Hours | | 15 |

ELECTIVES: FIRE 133-3 Fire Instructor II, FIRE 134-3 Strategy & Tactics II, FIRE 137-3 Certified FF III – Module A, FIRE 138-3 Certified FF III – Module B, FIRE 139-3 Certified FF III – Module C, FIRE 290 Selected Topics in Fire Science, FIRE 291-1 Fire Brigade, FIRE 191-5 Fire Brigade Level I, FIRE 192-5 Fire Brigade Level II, FIRE 193-5 Fire Brigade Level III, FIRE 194-5 Fire Brigade Level IV, FIRE 195-5 Fire Brigade Level V, FIRE 196-5 Fire Brigade Level VI, FIRE 197-5 Beginning Mine Rescue, FIRE 198-5 Intermediate Mine Rescue, and FIRE 199-5 Advanced Mine Rescue, BIOL 161-4 Intro to Anatomy & Physiology, HYG 121-Science of Personal Health, FCS 124-3 Intro to Nutrition.

FINE ARTS ELECTIVE: ART 121-3 Art Appreciation, MUS 121-3 Music Appreciation, MUS 126-3 Intro to American Music, THTR 121-3 Intro to Theater.

HUMANITIES ELECTIVE: ENG 243-3 Intro to Drama, ENG 245-3 World Literature, ENG 246-3 Modern Literature, PHIL 121-3 Intro to Philosophy, PHIL 122-3 Fundamentals of Logic, PHIL 221-3 Fundamental of Ethics.

SPECIAL FACILITIES: A Regional Training Center including a burn tunnel is located on campus (just southeast of the water tower) and provides training and firefighting experience for students and regional firefighters.

Through the unique Capstone Program at Southern Illinois University, the A.A.S. Degree in Public Safety Management can be applied toward a four-year B.S. Degree in Public Safety Management. Contact the College of Applied Sciences and Art's (618 453-3734 for more information). Students can apply to SIU-C before or after they receive the A.A.S. Degree. Through this unique program, credit is given for work experience. Students need additional general education courses to total 30 hours. See a counselor for professional advisement. Students must submit an Application for Admission to SIU-C as well as an Application to the Capstone Program. Students must have a 2.25 GPA.

*Students interested in pursuing the Bachelor of Science Degree should choose the following options: COM 121, MATH 144, and PSYC 121.

Occupational information about this program is available at O*NET online www.onetonline.org. Once at that website enter the SOC Code that is listed for this program. O*NET – SOC Code: 33-2011.00, 33-2011.01, 33-2011.02, 33-2021.00, 33-2021.01, 33-2021.02, 33-2022.00

Career Opportunities:
Professional Firefighter, Public Safety Manager

Major Employers:
Urban or Rural Fire Departments

02/17

Southeastern Illinois College • 3575 College Road • Harrisburg, Illinois 62946 • 618-252-5400 • www.sic.edu

| Career & Technical Education | | | | |
|---|-----------------------|---|-------------------------|--|
| <i>COLLEGE NAME:</i> | | Southeastern Illinois College | | |
| <i>FISCAL YEAR IN REVIEW:</i> | | 2018 | | |
| PROGRAM IDENTIFICATION INFORMATION | | | | |
| <i>PROGRAM TITLE</i> | <i>DEGREE OR CERT</i> | <i>TOTAL CREDIT HOURS</i> | <i>6-DIGIT CIP CODE</i> | <i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i> |
| Fire and Mine Rescue Safety | Cert. | 4 | 430203 | |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential. | | | | |
| Program Objectives What are the overarching objectives/goals of the program? | | The Fire and Mine Rescue Safety program provides mine rescue and fire brigade training to coal miners. The curriculum provides instruction from the basic level to an advanced level in coal mine firefighting techniques and required safety procedures. The training mechanisms simulate the conditions of a fire in an underground coal mine and provide various situational scenarios that a coal miner might actually face in a mine accident or explosion. There are nine (9) courses included in the program, each with increasing levels of technical skill requirements. The program was developed in cooperation with industry as custom training for local and regional coal mines in southeastern Illinois, and provides a recognized industry credential for students participating in the training. | | |
| To what extent are these objectives being achieved? | | Evaluation feedback received from students and employers indicate that program objectives are being met. | | |
| Past Program Review Action What action was reported last time the program was reviewed? | | The program would be continued with minor revisions. | | |
| CTE PROGRAM REVIEW ANALYSIS | | | | |
| Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided. | | | | |

| | |
|---|--|
| List all pre-requisites for this program (courses, placement scores, etc.). | <p>FIRE 191: Employer verification of initial safety and SCBA training</p> <p>FIRE 192: FIRE 191 or consent of instructor</p> <p>FIRE 193: FIRE 191 and FIRE 192, or consent of instructor</p> <p>FIRE 194: FIRE 191, FIRE 192. and FIRE 193, or instructor consent</p> <p>ELECTIVE COURSES</p> <p>FIRE 195: FIRE 191, FIRE 192, FIRE 193, and FIRE 194, or instructor consent</p> <p>FIRE 196: : FIRE 191, FIRE 192, FIRE 193, FIRE 194, and FIRE 195, or instructor consent</p> <p>FIRE 197: Employer verification of initial safety and SCBA training</p> <p>FIRE 198: FIRE 197 or instructor consent</p> <p>FIRE 199: FIRE 197 and FIRE 198, or instructor consent</p> |
| Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.). | Please see the attached curriculum guide. |
| Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree. | N/A |
| INDICATOR 1: NEED | RESPONSE |
| 1.1 How strong is the occupational demand for the program? | Strong: The training this program provides through its courses is required by MHSA and mandatory for all mines that maintain a Fire Brigade Team. |
| 1.2 How has demand changed in the past five years and what is the outlook for the next five years? | Although there has been a decrease in the number of operational mines in the area, a steady flow of students continue to fill the classroom every year. The outlook for the next five years should be similar to or possibly an increase of attendance due to the addition of a new mine simulator facility. |
| 1.3 What is the district and/or regional need? | There are numerous mining facilities within and about our region that continue to schedule students for attendance in our program. |
| 1.4 How are students recruited for this program? | Mine facilities provide the students and are contacted by the College in regards to participation in our program. |
| 1.5 Where are students recruited from? | Students are scheduled through the coordination of their appropriate mine facility and SIC for attendance at the College. |
| 1.6 Did the review of program need result in actions or modifications? Please explain. | Review of the program did not result in any additional actions or modifications. |

| INDICATOR 2: COST EFFECTIVENESS | RESPONSE |
|--|---|
| 2.1 What are the costs associated with this program? | Instruction, class supplies, and equipment repairs. |
| 2.2 How do costs compare to other programs on campus? | The average direct cost of this program was \$341.05 per credit hour within the review period. The average direct cost of all CTE programs was \$174.88 per credit hour, and the average direct cost of all programs was \$108.30 per credit hour. |
| 2.3 How is the college paying for this program and its costs (e.g. grants, etc.)? | Education Fund: Tuition & Fees, ICCB state system grants, and local tax revenue. Auxiliary Fund: Training and Competition fees charged. |
| 2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain. | N/A |
| 2.5 Did the review of program cost result in any actions or modifications? Please explain. | A review of the program cost did not result in any modifications at this time. |
| INDICATOR 3: QUALITY | RESPONSE |
| 3.1 What are the program's strengths? | The programs strengths are that we have highly experienced instructors that provide required training while remaining flexible to include additional customized training to accommodate mining facility training requirements. |
| 3.2 What are the identified or potential weaknesses of the program? | The program is primarily dependent on mine facility usage. As long as coal mining continues to operate in the area, the program will remain and will be utilized. |
| 3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? | Traditional and team-teaching. |
| 3.4 How does this program fit into a career pathway? | This program meets the needs of MHSA requirements for mine facilities while simultaneously building on an individual's training requirements to the point that they may qualify for a certificate. This certificate can aid in workplace advancement or provide an opportunity for individuals to seek employment in other fire prevention positions. |
| 3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about? | The addition of a mine simulator has created a new venue for training to increase mine safety. This facility utilizes state of the art technology to provide new customized training through Illinois Eastern Community Colleges (IECC) and SIC. |

| | |
|---|---|
| 3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools. | No |
| 3.7 What work-based learning opportunities are available and integrated into the curriculum? | Courses provide hands-on training for real-life situations on the job. |
| 3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF). | Not required for this program |
| 3.9 Are industry-recognized credentials offered? If so, please list. | Not Applicable |
| 3.10 Is this an apprenticeship program? If so, please elaborate. | This is not an apprenticeship program. |
| 3.11 If applicable, please list the licensure examination pass rate. | Not Applicable |
| 3.12 What current articulation or cooperative agreements/initiatives are in place for this program? | This program builds into a certificate and the certificate stacks into our Public Safety Management degree that articulates into SIU's bachelors in Public Safety Management. |
| 3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? | Partnerships have been sustained since the last review and continue to be Mining companies, IECC, MSHA, and Illinois Mines and Minerals. |
| 3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average. | The faculty student ratio ranges from 2 instructors for 5 to 13 students with an average of approximately 5 students per faculty member. |
| 3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? | Instructors complete professional development independently. |
| 3.16 What is the status of the current technology and equipment used for this program? | Current equipment for the program is in serviceable condition. However, the equipment requires frequent maintenance to sustain performance. |
| 3.17 What assessment methods are used to ensure student success? | Performance evaluations |

| | |
|--|--|
| 3.18 How satisfied are students with their preparation for employment? | Students who attend this program are already employed. |
| 3.19 How is student satisfaction information collected? | Through surveys. |
| 3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) | Employers are directly engaged in this program through adjunct faculty. |
| 3.21 How often does the program advisory committee meet? | Twice a year. |
| 3.22 How satisfied are employers in the preparation of the program's graduates? | Satisfied as all individuals trained meet MSHA requirements. |
| 3.23 How is employer satisfaction information collected? | Through surveys, emails, in-person, and by phone as needed. |
| 3.24 Did the review of program quality result in any actions or modifications? Please explain. | The review did not indicate a need to make adjustments to the program to increase quality. This is most likely because the program is continually and frequently improved upon to provide required training. |

DATA ANALYSIS FOR CTE PROGRAM REVIEW

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

| | | | | | |
|------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| <i>CTE PROGRAM</i> | Fine and Mine Rescue Safety | | | | |
| <i>CIP CODE</i> | 430203 | | | | |
| | <i>YEAR 1 2012-13 FY 13</i> | <i>YEAR 2 2013-14 FY 14</i> | <i>YEAR 3 2014-15 FY 15</i> | <i>YEAR 4 2015-16 FY 16</i> | <i>YEAR 5 2016-17 FY 17</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i> | 121 | 260 | 255 | 45 | 21 |
| <i>NUMBER OF COMPLETERS</i> | 0 | 2 | 1 | 0 | 1 |
| <i>OTHER (PLEASE IDENTIFY)</i> | | | | | |

| | |
|---|---|
| How does the data support the program goals? Elaborate. | The data reflects that there is greater demand for the programs courses than the certificate itself. This is indicative that industry's demands drive student enrollment accounts for a majority, if not all, of the program's attendance. |
| What disaggregated data was reviewed? | Both enrollment and completer data were disaggregated by gender, race/ethnicity and academic year. For the purpose of this Program Review, basic demographic data was used to compare program enrollment/completers to institutional and district makeup. The data was compared using a 5-year average and the percent (%) change since 2013. Additionally, the data was utilized to determine any noticeable trends or demographic gaps that could result in immediate attention. |
| Were there gaps in the data? Please explain. | Minority enrollment for this program is 2.7%, falling significantly lower than both district and institutional populations. Female enrollment is 2.3%. Both regional and national employment/labor data for fire and mine rescue safety does coincide with a male-dominated profession and current enrollment numbers do reflect such trends. |
| What is the college doing to overcome any identifiable gaps? | In January 2018, the College staffed its first full-time Office of Institutional Research as an approach to support institutional data analysis and to further be able to collect, monitor and analyze such data collection methods. The College will continue to work together with Institutional Research office, Student Services and Academic Services to create an approach to not only identify data gaps but to also create targeted approaches to addressing the persistence and completion needs of all programs in the institution. |
| Are the students served in this program representative of the total student population? Please explain. | Yes. The student population consists of traditional and non-traditional students. |
| Are the students served in this program representative of the district population? Please explain. | Yes. The student population consists of traditional and non-traditional students. |
| REVIEW RESULTS | |
| Action | <input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify) |
| Summary Rationale Please provide a brief rationale for the chosen action. | Courses in this program are essential in that they provide necessary training for area employers. This program meets the needs of MHSA requirements for mine facilities while simultaneously building on an individual's training requirements to the point that they may qualify for a certificate. This certificate can aid in workplace advancement or provide |

| | |
|--|--|
| | <p>an opportunity for individuals to seek employment in other fire prevention positions. The data reflects that there is greater demand for the program courses than the certificate itself. This is indicative that industry's demands drive student enrollment accounts for a majority, if not all, of the program's attendance. With our state of the art mine simulator and burn tunnel that are used for courses in the program, students receive training via simulation that is helpful in assisting students' success in achievement of learning objectives.</p> |
| <p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p> | <p>Beginning Fall 2018:</p> <ul style="list-style-type: none"> • Continue to collect student and employer feedback about course effectiveness. • Continue communication with area employers to determine ongoing training needs. |

FIRE & MINE RESCUE SAFETY



Certificate

Minimum 4 hours

Career and Technical Education • Certificate • Minimum 2.0 OGPA • Major Code: CFMRS

| Required Courses | | Credit Hrs |
|------------------|------------------------|------------|
| FIRE 191 | Fire Brigade Level I | 0.5 |
| FIRE 192 | Fire Brigade Level II | 0.5 |
| FIRE 193 | Fire Brigade Level III | 0.5 |
| FIRE 194 | Fire Brigade Level IV | 0.5 |
| Total Hours | | 2.0 |

ELECTIVE COURSES: (At least 2 semester credit hours must be taken from this list. Other elective courses may be approved by instruction or Executive Dean of Academic Services)

| Elective Courses | | Credit Hrs |
|------------------|------------------------------|------------|
| FIRE 195 | Fire Brigade Level V | 0.5 |
| FIRE 196 | Fire Brigade Level VI | 0.5 |
| FIRE 197 | Beginning Mine Rescue | 0.5 |
| FIRE 198 | Intermediate Mine Rescue | 0.5 |
| FIRE 199 | Advanced Mine Rescue | 0.5 |
| FIRE 290 | Special Topics/Fire Science | 0.5/3 |
| FIRE 291 | Fire Brigade Training | 1.0 |
| CPR 112 | Heartsaver CPR or equivalent | 0.5 |
| Total Hours | | |

Placement test scores are not required for this program.

SPECIAL FACILITIES: A Regional Training Center, including a burn tunnel, is located on campus (just southeast of the water tower) and provides excellent training and firefighting experience for students and regional firefighters.

Classes are offered on demand based upon minimum enrollment requirements, and they are not always offered during the specific semesters indicated above.

NOTE: This program is NOT eligible for PELL Grant funding. (State and Federal Aid Funds).

Career Opportunities:
Coal Mine Safety and Rescue Teams

Major Employers:
Coal Mines

10/17

Southeastern Illinois College • 3575 College Road • Harrisburg, Illinois 62946 • 618-252-5400 • www.sic.edu

| Career & Technical Education | | | | |
|--|-----------------------|---|-------------------------|--|
| <i>COLLEGE NAME:</i> | | Southeastern Illinois College | | |
| <i>FISCAL YEAR IN REVIEW:</i> | | 2018 | | |
| PROGRAM IDENTIFICATION INFORMATION | | | | |
| <i>PROGRAM TITLE</i> | <i>DEGREE OR CERT</i> | <i>TOTAL CREDIT HOURS</i> | <i>6-DIGIT CIP CODE</i> | <i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i> |
| Surgical Technology | Cert. | 42 | 510909 | |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential. | | | | |
| Program Objectives What are the overarching objectives/goals of the program? | | Primary goals <ul style="list-style-type: none"> • Appropriate use of medical terminology • Application of basic anatomy and physiology • Demonstrate basic concepts of pharmacology • Competency in surgical aseptic technique • Basic knowledge of surgical procedures and patient care | | |
| | | Entry level competencies <ul style="list-style-type: none"> • Work closely with surgeons, anesthesiologists, RNs, and other surgical personnel • Maintenance of sterile field | | |
| | | Scrub role <ul style="list-style-type: none"> • Handle instruments, supplies, and equipment necessary during a surgical procedure • Anticipate needs of surgeon • Checking supplies and equipment needed for surgical procedure; scrubs, gowns, and gloves; set-up sterile table with instruments, supplies, equipment and medical solutions needed for procedure;. • Perform appropriate counts with circulator • Gowns and gloves surgeon and assistants • Drapes patient • Passes instruments and supplies • Prepares sterile dressing • Cleans and prepares instruments for terminal sterilization • Assists with other terminal cleaning of the room • Assists in preparing room for next patient | | |
| | | Circulating role <ul style="list-style-type: none"> • Obtains and prepares additional instruments, supplies and equipment while procedure is in progress | | |

| | |
|---|--|
| | <ul style="list-style-type: none"> • Monitor conditions in surgical suite, assesses needs of patient and surgical team • Monitors patient chart • Identifies patient • Verifies surgery to be performed and ensures that proper consent forms are signed • Transfers patient to operating table • Assesses patient comfort and ensures correct positioning • Communicates with and reassures patient • Applies electrosurgical grounding pads, tourniquets, monitors • Positions and operates equipment needed for procedure • Prepares patient's skin prior to draping • Performs appropriate counts with scrub person • Keeps accurate records during the procedure • Properly care for specimens • Secures dressings after incision closure • Assists with transport of patient to Post Anesthesia Care • Assists in cleaning of room and preparation for next patient <p>Second scrub role</p> <ul style="list-style-type: none"> • Assists surgeon and/or first assistant during surgical procedure • Holds retractors or instruments as directed by surgeon • Uses sponges or suctions at operative site • Applies electro-cautery to clamps • Cuts suture material as directed by surgeon • Connects drains to suction apparatus • Applies dressings to closed incisions <p>Competencies are recommended by the Association of Surgical Technologists Core Curriculum.</p> |
| To what extent are these objectives being achieved? | <p>Certification exam pass rates:</p> <ul style="list-style-type: none"> • 2013 57% with 8 students passing • 2014 67% with 6 students passing • 2015 42% with 5 students passing • 2016 83% with 10 students passing • 2017 67% with 8 students passing |
| Past Program Review Action What action was reported last time the program was reviewed? | The program would be continued with minor revisions. |
| <p align="center">CTE PROGRAM REVIEW ANALYSIS</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p> | |

| | |
|--|---|
| <p>List all pre-requisites for this program (courses, placement scores, etc.).</p> | <p>Students entering the Surgical Technology Program were required to complete Biology 261. It was preferred that Biology 262 also be completed prior to program entry but students were permitted to take BIOL 262 concurrently while enrolled in the program.</p> <p>Students were required to complete the PSB Health Occupations Aptitude Exam (HOAE) by March 1st of the year of application. Scores were held and remained valid for two years. Two attempts were allowed for the HOAE.</p> <p>As part of the Southern Illinois Collegiate Common Market (SICCM) consortium, Southeastern Illinois College was allowed five slots in each cohort. Students are ranked for the available slots by adding the composite HOAE score with points given for three previously taken courses of anatomy, physiology, or microbiology. Rank order of students for admission consideration was made on the basis of total points.</p> <p>BIOL 261: "C" in high school chemistry or CHEM 123 or CHEM 121 BIOL 262: BIOL 261 STP 132: STP 131 STP 137: STP 131 STP 133: BIOL 261, STP 132 and STP 137 STP 135: Certified in CPR, STP 132, STP 137, and BIOL 261 BIOL 242: "C" in high school chemistry or CHEM 123 or CHEM 121 STP 134: STP 133, BIOL 262, and BIOL 242 STP 136: Certified in CPR, STP 133, STP 135, BIOL 262, and BIOL 242</p> |
| <p>Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).</p> | <p>See the attached curriculum guide.</p> |
| <p>Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p> | <p>Including the general education science courses, the program included 42 credit hours. A significant amount of time was spent in laboratory practice and at clinical rotations to allow students to master the precision of hands-on skills necessary for safe entry-level practice.</p> |
| <p>INDICATOR 1: NEED</p> | <p>RESPONSE</p> |

| | |
|--|---|
| 1.1 How strong is the occupational demand for the program? | <p>According to the Occupational Outlook Handbook at bls.gov, employment of surgical technologists is projected to grow 12 percent from 2016 to 2026, faster than the average for all occupations. Advances in medical technology have made surgery safer, and more operations are being done to treat a variety of illnesses and injuries.</p> <p>In addition, the aging of the large baby-boom generation is expected to increase the need for surgical technologists because older people usually require more operations. Moreover, as these individuals age, they may be more willing than those in previous generations to seek medical treatment to improve their quality of life (examples: knee replacement surgery, cataracts).</p> |
| 1.2 How has demand changed in the past five years and what is the outlook for the next five years? | <p>Previous employment growth projections predicted an increase of 19 percent between 2010 and 2020.</p> <p>Current projections are a 12 percent increase from 2016 to 2026.</p> |
| 1.3 What is the district and/or regional need? | <p>Web searches for area OR tech positions reveal two PRN positions and one full time within a 40-mile radius.</p> <p>The SICCM consortium has a much larger geographical area than the SIC district; according to the program director, last year's graduating class had 100% job placement rate within 6-8 months of graduation.</p> |
| 1.4 How are students recruited for this program? | Southeastern Illinois College is no longer recruiting students for Surgical Technology. SIC exited the SICCM consortium, which housed the program, in 2016. |
| 1.5 Where are students recruited from? | See above. |
| 1.6 Did the review of program need result in actions or modifications? Please explain. | At last review, the curriculum was being revised in hopes of increasing passing scores on the national certification exam. Additional equipment was purchased to aid in instruction of laparoscopic procedures and use of more modern instruments. |
| INDICATOR 2: COST EFFECTIVENESS | RESPONSE |
| 2.1 What are the costs associated with this program? | Payments to the Southern Illinois Collegiate Common Market. |
| 2.2 How do costs compare to other programs on campus? | No cost and no hours in FY2017. For the four previous years, the average direct cost of this program was \$245.65 per credit hour and was higher than the average direct cost of all CTE programs of \$172.88. The average direct cost of all programs during that period was \$107.36 |
| 2.3 How is the college paying for this program and its costs (e.g. grants, etc.)? | Education Fund: Tuition and fees, ICCB state system grants, and local tax revenue. |

| | |
|---|--|
| 2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain. | N/A |
| 2.5 Did the review of program cost result in any actions or modifications? Please explain. | The program was withdrawn effective Oct 1, 2017. |
| INDICATOR 3: QUALITY | RESPONSE |
| 3.1 What are the program's strengths? | Strengths include the employability of successful graduates. |
| 3.2 What are the identified or potential weaknesses of the program? | SIC had only two graduates from STP from academic years 2013-2014 to 2015-2016. No students were enrolled for the 2014-2015 academic year. |
| 3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? | Delivery formats include in-class theory, interactive lab and clinical rotations in area surgical facilities. |
| 3.4 How does this program fit into a career pathway? | No. |
| 3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about? | N/A |
| 3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools. | No. |
| 3.7 What work-based learning opportunities are available and integrated into the curriculum? | Students complete approximately 150 hours of credit-hour facility-based clinicals. |
| 3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF). | Accreditation is required through the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The program is currently accredited. |

| | |
|---|---|
| 3.9 Are industry-recognized credentials offered? If so, please list. | <p>Prior to graduation, students are required to sit for the National Board Examination Certified Surgical Technologist (CST) given through the National Board of Surgical Technology and Surgical Assisting (NBSTSA).</p> <p>Currently, Illinois does not require Surgical Technologists to be licensed.</p> |
| 3.10 Is this an apprenticeship program? If so, please elaborate. | No. |
| 3.11 If applicable, please list the licensure examination pass rate. | <p>Certification exam pass rates:</p> <ul style="list-style-type: none"> • 2013 57% with 8 students passing • 2014 67% with 6 students passing • 2015 42% with 5 students passing • 2016 83% with 10 students passing • 2017 67% with 8 students passing <p>SIC graduate certification exam pass rates:</p> <ul style="list-style-type: none"> • 2013 57% • 2014 100 % with one graduate testing • 2015 No graduates • 2016 100 % with one graduate testing • 2017 No graduates |
| 3.12 What current articulation or cooperative agreements/initiatives are in place for this program? | N/A |
| 3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? | No. |
| 3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average. | 2:25 |
| 3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? | N/A. SIC is no longer affiliated with the SICCM consortium, which housed the program. |
| 3.16 What is the status of the current technology and equipment used for this program? | Due to the rise of robotic surgeries, there is a need for robotic equipment to better prepare graduates for robotic procedures. |

| | |
|--|--|
| 3.17 What assessment methods are used to ensure student success? | Traditional written exams and quizzes are used. Students are required to check off on a number of lab skills prior to attending facility-based clinicals. Drills are conducted challenging students to select correct instruments for certain procedures. Case studies are also used as part of classroom and clinical instruction. The certification/licensure exam is administered just prior to graduation. |
| 3.18 How satisfied are students with their preparation for employment? | Data has not been provided in recent academic years. Previous student satisfaction surveys indicated high satisfaction with instruction in the program. |
| 3.19 How is student satisfaction information collected? | Surveys are sent after graduation. |
| 3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) | Employers participate on the advisory council. All revisions are based on the AST Core Curriculum and submitted to the committee for approval. |
| 3.21 How often does the program advisory committee meet? | Annually. |
| 3.22 How satisfied are employers in the preparation of the program's graduates? | Previous survey reports indicate a high employer satisfaction rate. |
| 3.23 How is employer satisfaction information collected? | Annual surveys are sent to area employers. |
| 3.24 Did the review of program quality result in any actions or modifications? Please explain. | The program was eliminated in 2016 due to SIC's withdrawal from the SICCM consortium. |

DATA ANALYSIS FOR CTE PROGRAM REVIEW

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

| | | | | | |
|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| <i>CTE PROGRAM</i> | Surgical Technology | | | | |
| <i>CIP CODE</i> | 510909 | | | | |
| | <i>YEAR 1 2012-13 FY 13</i> | <i>YEAR 2 2013-14 FY 14</i> | <i>YEAR 3 2014-15 FY 15</i> | <i>YEAR 4 2015-16 FY 16</i> | <i>YEAR 5 2016-17 FY 17</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i> | 5 | 6 | 2 | 1 | 2 |

| | | | | | |
|---|--|---|---|---|---|
| <i>NUMBER OF COMPLETERS</i> | 2 | 2 | 1 | 0 | 1 |
| <i>OTHER (PLEASE IDENTIFY)</i> | | | | | |
| How does the data support the program goals? Elaborate. | The data does not support the program goals. Enrollment and interest in the program have dropped significantly in recent years. | | | | |
| What disaggregated data was reviewed? | The Office of Institutional Research and Effectiveness created a program level report that disaggregated course enrollment and completer data by gender, race/ethnicity and academic year. For the purpose of this Program Review, basic demographic data was used to compare program enrollment/completers to institutional and district makeup. The data was compared using a 5-year average and the percent (%) change since 2013. Additionally, the data was utilized to determine any noticeable trends or demographic gaps that could result in immediate attention. | | | | |
| Were there gaps in the data? Please explain. | The data demonstrated enrollment was heavily female when compared to College and district population. Data also demonstrated there were no Hispanic/Latino students enrolled during the review period. Low enrollment is also a factor that can make data gaps much harder to discern. | | | | |
| What is the college doing to overcome any identifiable gaps? | In January 2018, the College staffed its first full-time Office of Institutional Research as an approach to support institutional data analysis and to further be able to collect, monitor and analyze such data collection methods. The College will continue to work together with Institutional Research office, Student Services and Academic Services to create an approach to not only identify data gaps but to also create targeted approaches to addressing the persistence and completion needs of all programs in the institution. | | | | |
| Are the students served in this program representative of the total student population? Please explain. | This program is part of a local consortium and the data available only applies to SIC students. Based on that data, this program leans more female (75%-55%) than the SIC student population. | | | | |
| Are the students served in this program representative of the district population? Please explain. | Low enrollment makes this comparison cumbersome but the program did have a higher female enrollment in relation to the district population. | | | | |
| REVIEW RESULTS | | | | | |
| Action | <input type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input checked="" type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify) | | | | |

| | |
|--|--|
| Summary Rationale Please provide a brief rationale for the chosen action. | SICCM Program. The program was withdrawn effective October 1, 2017. |
| Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step. | Students in the SICCM program were notified December 19, 2016, that SIC was withdrawing from the consortium. Students currently enrolled in SICCM programs were given the option to continue their program. Since Surgical Technology is a one-year program, we did not allow new students to apply for admission into the program for the following year. |

SURGICAL TECHNOLOGY



SICCM Program - Special Admissions Program (See Admission Requirements below)

Minimum 42 hours

Career & Technical Education • Certificate • Minimum 2.0 OGPA • Major Code: CST

STUDENTS WHO COMPLETE THIS PROGRAM SUCCESSFULLY ARE ELIGIBLE TO TAKE THE NATIONAL EXAM TO OBTAIN CERTIFICATION FOR A CERTIFIED SURGICAL TECHNOLOGIST (CST).

OBTAIN "STP ADMISSION PACKET" from the Nursing and Allied Health Office, T-236, 618-252-5400, ext. 2331.

APPLICATION DEADLINE is March 1 of each year for classes beginning in August of that year.

See www.SICCM.com The Surgical Technology Program offered through SICCM, the Southern Illinois Collegiate Common Market, is a one year Certificate program designed to prepare students to be fully qualified Certified Surgical Technologists (CST). Students take general education courses on their own campuses, STP courses together in a SICCM centralized classroom, and at clinical and internship sites which are sometimes out of our immediate area. During the Program, students learn entry-level competencies necessary to assist in surgical operations under the supervision of surgeons, or other surgical personnel. Graduates of this program will be familiar with the preparation of the patient and operating room for a scheduled or emergency surgery; instruments and technical procedures; record keeping necessary for an efficient and successful surgery; and, will be fully qualified as a Surgical Technologist.

Entrance Requirement

One of the following courses (but, preferably both) must be completed prior to entry with a "C" or better. Both courses require a "C" or better to graduate from the program.

| | | Credit Hrs |
|------------|-------------------------|------------|
| BIOL 261* | Anatomy & Physiology I | 4 |
| BIOL 262** | Anatomy & Physiology II | 4 |

Biology 261 must be completed prior to program entry. It is preferred that both courses be completed prior to program entry. See course offerings for schedule of Biology classes. Not all classes are offered each semester.

| Fall Semester | | Credit Hrs |
|---------------|---|------------|
| STP 131 | Introduction to Surgical Technology | 3 |
| STP 132 | Principles and Practices of Surgical Technology | 6 |
| STP 137 | Pharmacology for Health Professions | 3 |
| Total Hours | | 12 |

* Must be completed before the first semester

** Recommended to be completed by the end of the first semester

*** Must be completed by the end of the second semester

| Spring Semester | | Credit Hrs |
|-----------------|--|------------|
| STP 133 | Surgical Procedures I | 5 |
| STP 135 | Clinical Rotation in Surgical Technology I | 5 |
| BIOL 242*** | Microbiology | 4 |
| Total Hours | | 14 |

*Prerequisite: "C" or better in high school chemistry or CHEM 123 or equivalent. BIOL 261 must be taken prior to BIOL 262.

NOTE: All coursework must be completed with a grade of "C" or better to graduate with this Surgical Technology Certificate.

ADMISSION REQUIREMENTS: Submit the Admission Data Form to the Enrollment Services Office at SIC, have your high school transcript and any previous college coursework sent to SIC, take the Asset Test (exempt with ACT of 20+) and take the HOAE Entrance Exam by March 1st at SIC.

A "STP Application Packet" may be obtained from the Nursing and Allied Health Office, T-236, at Southeastern Illinois College and all required documents returned by March 1st.

| Summer Session | | Credit Hrs |
|----------------|---|------------|
| STP 134 | Surgical Procedures II | 3 |
| STP 136 | Clinical Rotation in Surgical Technology II | 5 |
| Total Hours | | 8 |

The PSB Health Occupations Aptitude Exam (HOAE) must be taken by March 1st.

Contact the Testing Coordinator at 618/252-5400, ext. 2442 in the Student Success Center, Rm. A145 (A Bldg, 1st floor) to take this test. This exam may be taken a maximum of two times within one academic year with the highest score used for determination of admission. Ranking order of students will be made using the student's entrance exam score plus points awarded to applicants for grades received in general education courses completed within the Surgical Technology curriculum. Points will be awarded based upon the letter grade earned in the course. Transfer courses approved by the college within the Surgical Technology curriculum will also be considered. Five students are accepted from each community college each year. Upon acceptance, the student will be required to submit a physical exam form, Healthcare Provider CPR certification (kept current throughout the program), proof of Mantoux, first hepatitis, and proof of MMR, proof of Varicella, and current flu shot.

ACCREDITATION: The Surgical Technology program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) 1361 Park Street, Clearwater, FL 33756 by recommendation of the Accreditation Review Committee on Education in Surgical Technology. Graduates of the accredited ST program will sit for the National Certifying exam for Surgical Technologists. This exam will be scheduled by the STP Director with the home campus. It is administered by The National Board of Surgical Technology and Surgical Assisting (NBSTSA), which is accredited by the National Commission for Certifying Agencies (NCAA). Successful completion of this exam confers the title of Certified Surgical Technologists (CST).

Occupational information about this program is available at O*NET online www.onetonline.org. Once at that website enter the SOC Code that is listed for this program. O*NET – SOC Code: 25-1071.00, 29-2055.00

This is a Gainful Employment Certificate Program that prepares the student for gainful employment in a recognized occupation. Information regarding program length, cost, average loan debt and completion rates for this program is available at http://www.sic.edu/ge_surgical_technology. You may also access Gainful Employment information from the SIC home page by selecting "Your Right to Know" from the footer of the page, and then selecting the Gainful Employment Programs option.

Career Opportunities:
Surgical Technologist

Major Employers:
Hospitals, Physician' Offices, Outpatient Care Centers, including Ambulatory Surgical Centers. Transplant and Specialist Clinics

06/17

Southeastern Illinois College • 3575 College Road • Harrisburg, Illinois 62946 • 618-252-5400 • www.sic.edu

| Career & Technical Education | | | | |
|---|-----------------------|---|-------------------------|--|
| <i>COLLEGE NAME:</i> | | Southeastern Illinois College | | |
| <i>FISCAL YEAR IN REVIEW:</i> | | 2018 | | |
| PROGRAM IDENTIFICATION INFORMATION | | | | |
| <i>PROGRAM TITLE</i> | <i>DEGREE OR CERT</i> | <i>TOTAL CREDIT HOURS</i> | <i>6-DIGIT CIP CODE</i> | <i>LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE</i> |
| Business Management | Degree | 67 | 520201 | Accounting Business Management |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential. | | | | |
| Program Objectives What are the overarching objectives/goals of the program? | | The Business Management/Marketing Program is a two-year, program that provides completers with the high-quality skills needed for career opportunities as Owner or Manager of a New or Existing Small Business, Financial Bookkeeper, Office Manager, Sales or Service Manager, Billing Manager, Accounting or Statistical Clerk, Payroll and Timekeeping Clerk, Customer Service Representative, Property Manager. Assessment activities suggest that the students are indeed obtaining necessary business skills. | | |
| To what extent are these objectives being achieved? | | The specific goals are being met as evidenced by institutional assessment and survey data. | | |
| Past Program Review Action What action was reported last time the program was reviewed? | | The program would be continued with minor revisions. | | |
| CTE PROGRAM REVIEW ANALYSIS | | | | |
| Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided. | | | | |

| | |
|---|---|
| List all pre-requisites for this program (courses, placement scores, etc.). | <p>All program Pre-Reqs follow program guide.</p> <p>ENG 121: Accuplacer scored of 77+ or completion of fundamental courses (ENG 101, ENG 105, ENG 109)</p> <p>IT 119: Typing skills or instructor consent</p> <p>ENG 122: ENG 121 or instructor consent (Choice of Math)</p> <p>MATH 151: Accuplacer score or completion of fundamental course (MATH 101)</p> <p>MATH 128: Accuplacer score or completion of fundamental courses (MATH 101, MATH 106, MATH 109)</p> <p>MATH 144: Accuplacer score or completion of fundamental courses (MATH 101, MATH 106, MATH 109)</p> <p>BUS 298: BUS 297</p> <p>BUS 234: BUS 111 and ENG 121</p> <p>BUS 133: ENG 121 and BUS 115 or equivalent</p> <p>BUS 193: BUS 191 and IT 119</p> <p>BUS 256: ENG 121</p> <p>BUS 271: BUS 111 and ENG 121</p> <p>BUS 192: BUS 191</p> |
| Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.). | See the attached curriculum guide. |
| Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree. | College policy requires a minimum of 62 hours for Associate degrees. The advisory council discussed the option of removing keyboarding, combining BUS 234 and BUS 271 as an “or” statement, and adding BUS 132 in the elective line. |
| INDICATOR 1: NEED | RESPONSE |
| 1.1 How strong is the occupational demand for the program? | According to the Bureau of Labor statistics, “Customer service representatives and financial clerks are expected to grow as fast as the average for all occupations.” |

| | |
|---|---|
| <p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p> | <p>According to the Bureau of Labor statistics, “Employment of financial clerks is projected to grow 9 percent from 2016 to 2026, about as fast as the average for all occupations. For many of these occupations, including credit authorizers, checkers and clerks, procurement clerks, and new accounts clerks, the availability of online tools has reduced demand for these workers and is expected to slow their future employment growth. Similarly, for payroll and timekeeping clerks and brokerage clerks, productivity-enhancing technology is slowing demand for these workers. Billing and posting clerks, loan interviewers and clerks, and insurance claims and policy processing clerks perform tasks that are less susceptible to automation, namely the contacting and interviewing of applicants and customers to gather information. Therefore, they are expected to see employment growth in line with the medical, banking, and insurance industries.”</p> <p>According to the Bureau of Labor statistics, “Employment of customer service representatives is projected to grow 5 percent from 2016 to 2026, about as fast as the average for all occupations. Overall employment growth should result from growth in industries that specialize in handling customer service. Specifically, telephone call centers, also known as customer contact centers, are expected to add the most new jobs for customer service representatives. Employment of representatives in these centers is projected to grow 36 percent from 2016 to 2026. Some businesses are increasingly contracting out their customer service operations to telephone call centers because the call centers provide consolidated sales and customer service functions. Employment growth of customer service representatives in all other industries will be driven by growth of those industries, as well as consumers’ demand for products and services that require customer support. Some companies will continue to use in-house service centers to differentiate themselves from competitors, particularly for inquiries that are more complex, such as refunding accounts or confirming insurance coverage. However, some companies are increasingly using Internet self-service or interactive voice-response systems that enable customers to perform simple tasks, such as changing addresses or reviewing account billing, without speaking to a representative. Improvements in technology will gradually allow these automated systems to perform more advanced tasks.”</p> |
| <p>1.3 What is the district and/or regional need?</p> | <p>There is continued district demand for manager, bookkeeper, and clerk occupations.</p> |
| <p>1.4 How are students recruited for this program?</p> | <p>Students are recruited for this program by social media/online ads and instructors visit with area high school students during the spring and fall semesters.</p> |

| | |
|--|---|
| 1.5 Where are students recruited from? | Students are recruited from the in-district high schools, out of district high schools, and in/out of state. |
| 1.6 Did the review of program need result in actions or modifications? Please explain. | The previous review resulted in modifying business course offerings to reflect student demand for the program. In order to best respond to student need an online Associates was developed and implemented. At the same time, in person sections were revised and combined to maximize enrollments. |
| INDICATOR 2: COST EFFECTIVENESS | RESPONSE |
| 2.1 What are the costs associated with this program? | Program costs for this program have consistently been below the state level. Since the last program review two senior faculty members in the business area have retired and been replaced by a single junior faculty member which has further reduced the costs associated with the program. For the review period, there are no direct costs. |
| 2.2 How do costs compare to other programs on campus? | For the review period, there are no instructional hours to compute unit cost. |
| 2.3 How is the college paying for this program and its costs (e.g. grants, etc.)? | N/A |
| 2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain. | N/A |
| 2.5 Did the review of program cost result in any actions or modifications? Please explain. | Since the programmatic costs have consistently been below state and national averages changes were not necessitated by the review of program costs. However, due to a reduction in state funding levels additional changes were made to improve the cost effectiveness of the program. |
| INDICATOR 3: QUALITY | RESPONSE |
| 3.1 What are the program's strengths? | The Business Management Program provides completers with the high-quality skills needed for career opportunities in Manufacturing Firms, Wholesale and Retail Trade Firms, Banks Financial Services, and Insurance Firms, Mining Companies, Construction Firms, Educational Institutions, Government Agencies, Restaurants and Lodging Facilities, Health Care Facilities, Publishing and Printing Companies, Transportation and Communication Services, Public Utilities, and Business Services. |
| 3.2 What are the identified or potential weaknesses of the program? | One areas of concern is smaller demand for business related courses. The drop of enrollments closely reflects a smaller college age population within the community college district and a drop of more than 2.5 million college students nationally. Aggressive recruiting strategies have been implemented to reduce these structural reductions in credit hours. |

| | |
|---|---|
| 3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? | The Business Management courses are taught in a traditional, online, and hybrid format. |
| 3.4 How does this program fit into a career pathway? | Career Opportunities include: Owner or Manager of a New or Existing Small Business, Financial Bookkeeper, Office Manager, Sales or Service Manager, Billing Manager, Accounting or Statistical Clerk, Payroll and Timekeeping Clerk, Customer Service Representative, or Property Manager. |
| 3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about? | Innovations that have been implemented include online lectures, hybrid classes, and online classes. |
| 3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools. | Attached |
| 3.7 What work-based learning opportunities are available and integrated into the curriculum? | Students are provided a variety of opportunities for hands-on skill development and business skills through in-class instruction, internships, and participation in the award winning Phi Beta Lambda (PBL) program. PBL is a national association of nearly a quarter million students interested in becoming more successful in the business world. Membership in PBL helps students learn about business and gives them the opportunity to see the “real world” through interaction with business leaders from across the country. Students will discover the secret of being able to talk confidently with prospective employers, and they will experience the chance to test their business skills in state and national competitions. |
| 3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF). | No. |
| 3.9 Are industry-recognized credentials offered? If so, please list. | No. |
| 3.10 Is this an apprenticeship program? If so, please elaborate. | No. |
| 3.11 If applicable, please list the licensure examination pass rate. | N/A |

| | |
|---|---|
| 3.12 What current articulation or cooperative agreements/initiatives are in place for this program? | None. |
| 3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? | No. |
| 3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average. | Student to Instructor Ratio: 16:1 |
| 3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? | Instructors have an opportunity to attend workshops at the Phi Beta Lambda National Leadership Conference and participate in webinar's through a book publisher. |
| 3.16 What is the status of the current technology and equipment used for this program? | The current technology and equipment used for this program meet the instructors' needs. |
| 3.17 What assessment methods are used to ensure student success? | Students in Business courses are given a pre-test and post-test instrument that will measure the level of familiarity of business related concepts at the beginning and then again at the end of the course. The process allows the instructor to continually assess the effectiveness of instruction. Pre-test and post-test scores are compared to assess the amount of general learning in the course. Students in Business courses are given a pre-test at the beginning of the semester. Each question from the pre-test will then be imbedded into the chapter exams (imbedded assessment). Students in Business courses are given a number of research reports and projects that they complete throughout the semester. Longitudinal assessment data indicate that students of the business program are meeting and exceeding appropriate learning outcomes. |
| 3.18 How satisfied are students with their preparation for employment? | According to past evaluation data, students have indicated a high level of satisfaction with the program. 92% of students indicated that the course relates to life/career situations as appropriate. |
| 3.19 How is student satisfaction information collected? | Student satisfaction is collected through online, traditional, and hybrid course evaluations. |
| 3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) | The Business advisory council provides feedback about how adequately prepared program graduates are for various responsibilities of the workplace. The advisory council is comprised of a variety of business professionals from diverse career fields who assist with identifying software needs, revising curriculum and providing continuous feedback. |

| | | | | | |
|--|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 3.21 How often does the program advisory committee meet? | The Business advisory council meets once during the fall and spring semesters. | | | | |
| 3.22 How satisfied are employers in the preparation of the program's graduates? | Lead instructors regularly receive positive feedback from employers during advisory council meetings. | | | | |
| 3.23 How is employer satisfaction information collected? | During the spring and fall advisory council meetings. | | | | |
| 3.24 Did the review of program quality result in any actions or modifications? Please explain. | As previously noted since the last review two senior faculty members, Dan Holt and Karen Keasler, who collectively had nearly 50 years of classroom experience retired. The division recognized the importance of replacing Mrs. Keasler and Mr. Holt with a quality faculty member to be essential for the program's future success. That goal was accomplished when Kelsie Rodman was hired in 2014. She has maintained and enhanced the quality of the business program. | | | | |
| DATA ANALYSIS FOR CTE PROGRAM REVIEW | | | | | |
| Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available. | | | | | |
| <i>CTE PROGRAM</i> | Business Management | | | | |
| <i>CIP CODE</i> | 520201 | | | | |
| | <i>YEAR 1 2012-13 FY 13</i> | <i>YEAR 2 2013-14 FY 14</i> | <i>YEAR 3 2014-15 FY 15</i> | <i>YEAR 4 2015-16 FY 16</i> | <i>YEAR 5 2016-17 FY 17</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i> | 49 | 55 | 61 | 53 | 42 |
| <i>NUMBER OF COMPLETERS</i> | 4 | 3 | 10 | 7 | 3 |
| <i>OTHER (PLEASE IDENTIFY)</i> | | | | | |
| How does the data support the program goals? Elaborate. | The completion results above do not necessarily support the program goals. Each year demonstrates low completion rates. However, the aggregated data above provides an incomplete picture. It should be noted that most students decide not to complete their full Associates and therefore transfer early to four-year institutions. This is especially the case for high school students enrolled in dual credit courses. As previously noted both longitudinal assessment and survey data obtained by district employers suggest the program goals are being met or exceeded. | | | | |

| | |
|---|---|
| What disaggregated data was reviewed? | Both enrollment and completer data were disaggregated by gender, race/ethnicity and academic year. For the purpose of this Program Review, basic demographic data was used to compare program enrollment/completers to institutional and district makeup. The data was compared using a 5-year average and the percent (%) change since 2013. Additionally, the data was utilized to determine any noticeable trends or demographic gaps that could result in immediate attention. |
| Were there gaps in the data? Please explain. | Most notably, minority enrollment averaged 2% during the 5-year review period. Additionally, female enrollment was 70% compared to institutional enrollment of 55%. |
| What is the college doing to overcome any identifiable gaps? | Institutional Research, Student Services and Academic Services will continue to work together to create an approach to not only identify data gaps but to also create targeted approaches to addressing the persistence and completion needs of all programs in the institution. |
| Are the students served in this program representative of the total student population? Please explain. | Students served in this programmatic area are generally representative of the student body. Most fall between the traditional age range of 18-25. The age of the students served by the Business program has generally decreased since the last program review as the number of non-traditional students has declined on campus. This change, in and of itself, is an indication that the program is generally representative of the total student population on campus. |
| Are the students served in this program representative of the district population? Please explain. | Since campus demographics has changed to reflect younger students enrolled, the program is not as representative as the district population. Southern Illinois' population is on average older than both state and national averages. |
| REVIEW RESULTS | |
| Action | <input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify) |
| Summary Rationale Please provide a brief rationale for the chosen action. | <p>The Business Management/Marketing Program is a two-year, program that provides completers with the high-quality skills needed for career opportunities in a variety of business occupations. Longitudinal assessment data indicate that students of the Business program are meeting and exceeding appropriate learning outcomes. Students are given options of different delivery formats for most business courses.</p> <p>The completion results for the program do not necessarily support the program goals. Each year demonstrates low completion rates. However, the aggregated data above provides an incomplete picture. It should be noted that most students decide not to complete their full Associates and therefore transfer early to four-year institutions. This is especially the case for high school students enrolled in dual credit courses.</p> |
| Intended Action Steps What are the action steps | Beginning Fall 2018: <ul style="list-style-type: none"> Monitor completion rates for this program |

| | |
|---|--|
| <p>resulting from this review? Please detail a timeline and/or dates for each step.</p> | <ul style="list-style-type: none"> • Establish advisement strategies to educate students on the benefits of program and degree completion • Continue to work with the business faculty and marketing to devise creative marketing strategies to increase enrollments |
|---|--|