

Black Hawk College

Detailed Assessment Report 2009-2010 History 1010, AA As of: 9/18/2013 12:27 PM CENTRAL

Analysis Questions and Analysis Answers

(PR) STUDENT/MARKET NEED: (Discipline) Are the course offerings appropriate to meet the needs of students who will transfer and/or support general education requirements?

History course offerings at Black Hawk College are appropriate to meet the needs of students who will transfer, and history courses also support general education requirements. History courses fulfill General Education and elective credit hours for transfer students seeking an Associate of Arts (AA) or Associate of Science (AS) degree at Black Hawk College. Of the courses offered as General Education courses, students may choose two history courses (History 125 and 127) from the "Humanities" section, two from the "Social and Behavioral Studies" category (History 105 and 106) and six from "Non-Western Studies" section (History 141, 142, 151, 181, 182, 222). Moreover, students may also take history courses to fulfill the electives hours in pursuit of their degrees. Students who are pursuing their AA degree and plan to major in history at four year colleges or universities are also able to specialize in either an "American History" or "World History" curriculum outlined in the Black Hawk College catalog. Transferable courses: Black Hawk College offers many courses that are a part of the Illinois Articulation Initiative (IAI). There are eleven (11) four-year public universities that are a part of the IAI, including Western Illinois University. The courses are listed below with their respective IAI numbers from the IAI website: HIST 105, History of the United States to 1877, S2 900 HIST 106, History of the United States since 1877, S2 901 HIST 125, Western Civilization I, H2 901 HIST 127, Western Civilization II, H2 902 HIST 141, History of Asia I, S2 908N HIST 142 History of Asia II, S2 909N HIST 151 History of the Middle East since 1700, S2 919N HIST 181 History of Latin American Civilization to 1825, S2 910N HIST 182 History of Latin American Civilization since 1825, S2 911N HIST 222 Comparative Religions, H5 904N The full time faculty make sure that History 105, 106, 125, 127 141, 142, 151, and 222 are offered on semester-to-semester basis as well as in summer, and/or minimester terms. History 181 and 182 have not been offered due to the lack of student interest. In addition, the history faculty have offered courses that are articulated, transferable electives. These courses include: History 190 (A History of American Labor), History 205: Special Topics (including Vietnam War, Medieval History), History 254 (American Civil War) and History 265 (World War II). Multiple Formats and Times: To accommodate the needs of students, history courses are also offered in multiple formats for delivery and at a variety of times. In the past five years, full time and/or adjunct faculty have offered History 105, 106, 125, 127, 141, 142, 151, and 222 every fall and spring semester in "face-face" settings during daytime and/or evening hours. History 105, 106, 125, 127, 141, 151, and 222 are also offered in summer and/or minimester terms. Moreover, history courses are taught in eight-week and twelve week formats. Further, full time history faculty members have also made a concerted effort to provide more online courses and to diversify the offerings. In the past five years, history faculty have developed and offered online versions of most of the General Education transfer courses listed above, including History 105, 106, 125, 127, 141, 151, and 222. The total number of online courses taught by history faculty has increased from nine (9) courses in 2006 to sixteen (16) courses in 2010. During the same period, the diversity of offerings has also increased. The data below provides an overview. NOTE: I chose to use the current course numbers. History 105 was History 252; History 106 was History 252; History 125 was History 101; History 127 was History 102 Academic Year Total Online Course Offered (Includes Fall, Spring, Summer) Course Numbers, HI Total Online Students Enrolled 10th Day (Fall and Spring Semesters Only) 2005 5 106, 151, 222 102 2006 9 105, 106, 151, 222 177 2007 9 105, 106, 151, 222 157 2008 11 105, 106, 125, 151, 190, 222 175 2009 12 105, 106, 141, 151, 222 164 2010 16 105, 106, 125, 127, 141, 151, 190, 222 N/A Some Notes from the Data: The data used for students enrolled on the 10th day was from fall and spring semesters only during the academic year. The number of students enrolled would increase if data from summer terms was used. Beginning in 2008, online minimester courses were offered. Minimester courses are counted with spring courses, which, in part, explain the increase in total number of courses offered. When looking at the data more carefully, it appears online courses have more students enrolled in the spring semester AY FALL TOTALS SPRING TOTALS 2005 47 56 2006 57 110 2007 72 85 2008 73 102 2009 78 86 The data supports the idea that more offering more courses contributes to an increase in overall enrollment. Enrollment Trends and Data What are the Five year enrollment trends, and results of any efforts to increase enrollment that were implemented since last program review? Enrollment Trends a) Data for Number of Students taking history courses in the past five years FY 2005: 1027 FY 2006: 1030 FY 2007: 1089 FY 2008: 1060 FY 2009: 1125 The data shows that enrollments in history have been stable and modest increases can be expected in the next five years. b) Data on Number of students declaring history as a major: The data for self-declared history majors is incomplete because Black Hawk College does not offer a "History" major. Nevertheless, the data is presented below. FY 2005: 21 FY 2006: 32 FY 2007: 23 FY 2008: 26 FY 2009: 35

Connected Document

[Occupational Report](#)

(PR) HUMAN RESOURCE REVIEW: Describe the Programs/Discipline capacity and capability needs including skills, competencies and faculty staffing levels to meet student needs and/or employer's needs.

Current Status: a) Black Hawk College currently employs four professional historians as full-time professors in the discipline of history; however, the teaching duties of two of these historians include teaching other disciplines in addition to history for significant portions of their teaching responsibilities. The college supports the teaching of history classes at two campuses: the Quad-Cities campus in Moline, Illinois and the East-Campus in Kewanee, Illinois. As the Quad-Cities campus supports a larger population of students, three of the historians teach there while the fourth teaches at the East-Campus. Each campus has one of the historians who teach other disciplines in addition to history in their full-time teaching loads. Thus, the Quad-Cities campus effectively employs two and a half full-time teaching loads in the discipline of history while the East-Campus is served by only one half full-time teaching load in the discipline. It should be noted that both of the multi-disciplinary teaching positions were created by collapsing two full-time teaching loads into a single position. While this has reduced cost to the college and works well with the current level of student population, real growth in the student population may necessitate a re-evaluation in staffing levels in the future. This is especially significant since the College has made it clear that it plans to push for enrollment growth to offset the significant decreases it has suffered in state funding. b) Each of the four professional historians employed as full-time professors at Black Hawk College possess credentials they have earned from institutions around the world. One holds a Ph.D. in history from West Virginia University (2005), another holds a Ph.D. in history from the University of Texas at Arlington (2000). The third is ABD from SUNY Binghamton and holds an M.Phil. in medieval history from Trinity College Dublin in Ireland (2005) while the fourth took his M.A. in history from Western Illinois University (2000). Specializations within the discipline of history supported by the full-time historians include: 20th century U.S. history, labor history, modern history of China and Japan, U.S. political history, U.S. westward expansion, military history, Merovingian history, late antique Roman Empire, early modern European

history, religious history, the Progressive Era, and U.S. Civil Rights history. As is readily apparent, these professors bring together a variety of up-to-date training in many different areas. This allows them to offer students diverse perspectives on a multiplicity of issues, while each bringing their specific areas of specialization to the fore. Some examples to demonstrate this claim include: the Labor historian has developed and teaches a Labor history course, the military historian teaches coursework on the American Civil War and World War Two, and the medievalist has developed and teaches a course on medieval Europe. Thus, not only do the four professional historians bring appropriate credentials to the classroom, but they are able to support specialized coursework in each of their respective fields in addition to standard required coursework. This is much to the credit of Black Hawk College as well as these historians while the major beneficiaries have been the students. c) In keeping with their diverse backgrounds and training each of these professors have embraced student-centered learning in several ways. First and foremost, there has been a universal increase in the use of web-based learning. Online courses in History have been offered and become part of the routine scheduling of classes. Additionally, web-enhanced courses are also the norm among some of the faculty. Each professor also routinely uses multi-media presentations (although the degree varies from professor to professor) as all understand the profound positive effect such an approach may contribute to learning. Much to Black Hawk College's credit, there have been significant renovations to the facilities at both the Quad-Cities and East campuses which allow much greater opportunities for the integration of technology into the classrooms. These new abilities have been capitalized on by some of these professors to create innovative and refreshing new presentations for students. The technology has been instrumental in increasing the ability of professors to help students engage with the material, often creating far more beneficial student learning. The college has also supported other innovative and new pedagogical tools. The college bought three copies of the board-game, Axis and Allies, at the request of the World War Two professor. Near the end of the semester, the students gather on a weekend, play the game on a Saturday afternoon, and then write papers assessing how well the game models World War Two. Another professor has broadened the appeal to the wider community beyond the student body by offering "HISTORY Movie Nights" where he reserves an auditorium, screens a selected movie (with significant historical content), and then offers a brief lecture highlighting what the movie does well, as well as the liberties it takes with the material it presents, always concluding with a question-and-answer session. These open-to-the-public movie nights have heightened public awareness of the college and seen it open its doors to serve the community beyond just its students. Indeed, these professors have been highly responsive to community needs. When a local union identified specific needs for historical training among its membership, they contacted Black Hawk College and met with the Labor historian to help craft a specific solution to their need. Much to the benefit of both the community and the college, there was an expert with exactly the proper specialization to meet their needs on staff. Another designed a series of programmed activities (that students were required to help plan/schedule and write papers evaluating) including field trips and presentations from American Civil War re-enactors to coincide with the bicentennial of Lincoln's birthday. Furthermore, it should also be noted that one of these four professional historians also manages the regional Asian Studies Development Program of the East-West Center while another coordinates the Black Hawk College HONORS program. Additionally, these historians act as faculty advisors to numerous student organizations, including: the EC Government Association, BHC Democrats, and the Social Gaming Club. Given the expertise, dedication, innovation, and creativity of these professors, the major beneficiaries are those Black Hawk College students enrolled in history courses. Course Capacity Data: a) The aggregated numbers for both campuses history students suggest the stability of student demand for history coursework. In FY 2005, full-time faculty offered instruction to 819 students, accounting for 79% of the history instruction offered. Last year, in FY 2009, full-time faculty offered instruction to 889 students, again accounting for exactly 79% of all history instruction. These numbers also seem to suggest that while other areas may be seeing a significant portion of the teaching responsibilities transferred from full-time faculty to adjunct faculty, that has does not appear to be the case with regard to the discipline of history at Black Hawk College. The only aberration in these numbers is found in FY 2007 and was due to a vacant position that has since been filled. To recap then, the Headcount for Courses table suggests three clear trends. First, roughly four out of five history students are being taught by full-time faculty at Black Hawk College and second, there appears to be a stable student demand for history discipline course offerings that is increasing at a very low rate over time. Whether this increase in demand will continue is yet to be seen. If it does continue at its present rate, it could require an additional commitment by the college to increase the level of staffing to meet student demand. This is apparent when one observes the change that has occurred with regard to Overload. In FY 2005 full-time faculty only supported 2.34% of the history students in overload contracts whereas in FY 2009 it has grown to 10.58%. This trend suggests that the students have only been served because the four full-time history professors have chosen to accommodate them through the use of overload contracts. Should these professors be unable or unwilling to continue to commit to overloaded schedules, Black Hawk College would be forced to shift more of the burden to adjunct faculty (in lieu of simply cancelling the classes and leaving the student demand unmet). Thus, the tiny creep in the proportion of classes taught by adjunct faculty over the past five years 9.83% in FY 2005 to 12.00% in FY 2009 masks the reality that student demand has increased, but that it has been met through full-time overload contracts. In light of this information, and recalling that two of the four full-time history professors only teach history part-time, if the increase in student demand continues long-term, it is likely that there should be a re-evaluation of the collapse of the two positions into one at East-Campus as well as the collapse of two-positions into one at the Quad-Cities campus, depending on the numbers of students at the individual campus under review. Another conclusion is equally obvious. Any further collapsing of positions within the discipline of history would be ill-advised at best. Specialized professional development activities planned: a) Given the financial position of the State of Illinois, there has been a marked reduction in the financing of professional development by Black Hawk College. While some areas have been hit harder than others, the Asian Studies Development Program has been recognized as of immense value to the learning community and Black Hawk College has maintained its commitment, sending faculty members to receive the specialized training in Hawaii each summer. This is much to the credit of Black Hawk College. That being said, past administrators (who have since departed) made it perfectly clear that they did not support sending historians to professional conferences like the American Historical Association. The suggested alternative has been to attend local conferences which have value, but are often severely limited in the kinds of resources offered. Requests were made that were unceremoniously denied or so limited in scope as to put the major financial burden on the professor. Since then, few requests have been made. It should be stressed that all four of these historians have continuously and conscientiously worked to keep themselves abreast of the latest developments within the discipline at large, but often this is limited to their own specific areas of specialization. The individuals may independently subscribe to professional journals and even be expected to do so for the purposes of promotion, but the College offers no aid in this area. Funds for classroom materials have also become scarce, forcing professors to supplement classroom needs out of their own pockets. Presently, the only planned professional development supported by the College involves the Asian Studies Development Program, which, although highly valued on its own merit and of critical importance to the entire learning community, is insufficient to meet the professional development needs of all the historians teaching for Black Hawk College.

Connected Document

[History Course Capacity Data](#)

(PR) STUDENT OUTCOMES, ACHIEVEMENT, PLACEMENT, FOLLOW-UP: What measures of student learning and development does the Program/Discipline collect and analyze regularly? What are the findings from this analysis? What improvements have been made as a result of these findings?

Summary of points dealing with the discussion questions: Does the program / discipline have appropriate breath, depth, and sequencing of courses to fulfill degree and certificate requirements in a manner consistent with disciplinary standards, institutional objectives, and available financial resources? In terms of the appropriate breadth, depth, and sequencing of the discipline, the four full-time professional tenured historians feel that the core curriculum for college history at the freshman and sophomore level is appropriately covered. 'Satisfactory' and 'excellent', as anyone involved in the field of education is aware, are different things. The dependence on adjuncts, while not as acute in our discipline at present is of increasing concern to many faculty members at this institution. (See the Human Resources section of this report for further information on this topic). The collegial atmosphere created by full time faculty members who are able to build long standing professional relationships and discuss pedagogical and discipline related issues cannot be over estimated. With that in mind, while always aware of the realistic financial limitations of the current economy, we would always be encouraged by an increase in the hiring of permanent, full time, tenure track faculty. Student outcomes and assessment Assessment has always been a priority in our department as a whole as well as in our specific discipline. While assessment is of constant importance across the board, the difference in our disciplines has resulted in various means across the department. These differences however have no consequence in terms of their success. While we each utilize some different measures in the discipline we have consensus on the importance of writing. We have worked to establish discipline wide standards based on the current accepted practice of the A.H.A and the M.L.A so that our students, after taking one course in the discipline, are familiar with the requirements for the correct format for writing in the field of history. Assessment of any particular student must involve a focus on writing in the discipline as we hold that it is one of the best and most accurate manners with which to assess the student's comprehension not of specific dates and events, but of the thematic issues that indicate a real understanding of the historical continuum. It is through the student's ability to craft a narrative along these lines that a serious assessment of his or her growth as a student of history can occur. This is done in tandem with an emphasis on discussion of the themes that run through each of the particular courses. While this particular methodology may not lend itself to the creation of the kind of hard quantitative data currently in vogue in terms of student assessment, we continue to believe that our use of qualitative means remains one of the most valid ways to gauge students knowledge. Occupation report, national clearinghouse data, and student retention data In terms of making the determination of student's acquired knowledge we have concluded that the occupation report produced by Economic Modeling Specialists Inc. is inadequate. Due to the wide variety of possible professions available to students who do transfer and complete a bachelors degree in history, and because of the region specific nature of the report, the data included gives no clear picture as to employment opportunities in the field in the area. Likewise, both the national clearinghouse data and the student retention data appear inadequate for us to make any overall judgment as to student success after leaving the program and entering four year institutions. The data provides an incomplete picture as the discipline of history is not a declared major or focus of study at Black Hawk College. Thus there is no way to accurately determine how many of the students who transfer and earn a degree in history took history classes at this institution. While it may seem counter intuitive to imagine a student who has not taken history courses while in community college beginning history after transferring to a four year institution, the fact remains that it is possible. Thus any attempt to use the data currently available involves a level of assumption that renders any conclusions drawn from it unacceptable.

(PR) STUDENT OUTCOMES, ACHIEVEMENT, PLACEMENT AND FOLLOW-UP: Describe the evidence that the students completing programs/degrees/certificates/courses have acquired the knowledge and skills required by employers or transfer institutions?

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Connected Document

[History-Clearinghouse Data](#)

(PR) STUDENT OUTCOMES, ACHIEVEMENT PLACEMENT, AND FOLLOW-UP: Of the _____ ICCB Generic course syllabi in this program area, ___ meet all course syllabi elements as established by the ICCB Program Manual and outlined in the Faculty Handbook. List those Generic course syllabi and describe the approach the department will use to ensure those not meeting all the Generic Course syllabi elements will be updated within the coming academic year. Faculty course level and Distance Learning Course Syllabus review is not included in this process.

The Generic Syllabi in the discipline have all been updated and reviewed within the last three academic years. In the process of the discipline evaluation some have been removed from the college handbook because they have not been taught in over a decade and were deemed to be out of date in terms of the current standards of the field. All generic syllabi are up to date and comply with current I.C.C.B. standards.

(PR) CURRICULUM/INSTRUCTIONAL APPROACHES: (Discipline) Describe the transfer requirements or content that may be imposed on the program during the next five years and the department's plans to address those changes.

For the immediate future, there are no planned developments in either one of these areas that are related to the history

program at BHC.

Connected Documents

[Course Description](#)

[History: Jan 2010 AHA Article Job Trends, Page 1](#)

[History-Courses Tied to Program](#)

(PR) CURRICULUM/INSTRUCTIONAL APPROACHES: Describe how the program structure, schedule, curriculum, and modes of delivery are designed to effectively achieve student learning objectives and/or student needs?

The program includes the core survey courses (History 125-127 (Western Civilization I-II), History 105-106 (US History to 1877/1877-Present) that are a staple of any history department at the 2-4 year level. It also contains a large amount (19) of more specialized courses from (among others) American, European, and Asian history. The offerings from our program are also similar to those of a number of other community colleges from around the state. The amount of diversity in our catalog would provide any graduate with an opportunity to acquire a level of familiarity with multiple areas of the discipline before they ever set foot on a four year campus. History courses are currently offered in every semester/session (fall, spring, summer, minimester, 8 and 12 week sessions) that is a part of the college schedule. The modes of delivery include; traditional, evening and online courses. This level of availability primarily applies only to the basic survey courses, but these are also the classes that are the most commonly taken. The majority of the more specialized electives are only available in the traditional setting. The list of recommended courses from the academic checklist provides any student with a solid foundation to pursue a history degree with a focus in either European or American history. The sequence includes a set of courses (12 hours (combined total) of Composition and Humanities) that are designed to develop critical thinking skills which are the basis of historical study. The social and behavioral science requirement (6 hours) offers exposure to disciplines (political science, sociology) that are intimately connected to the field. Once again, the survey courses that are a part of the academic checklist are also requirements for the history degree at most of the 2-4 year schools in the state. i. For example, the American History track at BHC calls for a total of 12 hours of survey courses in semesters 1-4. These include; History 125-127 (Western Civilization I-II) and History 105-106 (History of the US to 1877 and since 1877)[1]. This sequence is the exact same as the required core survey courses (History 125-126 (Western Civilization I-II), History 105-106 (History of the US to 1877 and since 1877) for the history major at Western Illinois University[2]. This example is even more significant when one considers that many of the students in our history classes transfer to WIU. One can infer from this fact that the history courses in the BHC college catalog are viewed as relevant and acceptable by our peers across the state. The descriptions of the history courses from the BHC college catalog closely follow the current models from the Illinois Articulation Initiative (IAI). In fact, one could argue that the ones from the BHC catalog greatly exceed the basic requirements from the IAI. The degree of specific detail in them provides our students with a clear picture of the course material from the start. This is a service to our students that goes beyond the minimum currency standard from the state. This example demonstrates the contrast between the IAI model and the BHC course description for History 141 (History of Asia I). i. (IAI Model) S2908N: History of Asia and the Pacific I (3 semester credits), Political, social and economic history of Asia and the Pacific region, including the origins and development of its peoples and cultures to the present[1]. ii. (BHC Version): History 141 History of Asia I (3 cr. hrs), Surveys the foundations of Eastern Civilization with its in the River Valleys of India and China. Particular emphasis is given to the development of major Asian societies, noting the creation of stable political and economic systems and the stimulation of significant cultural achievements. Among the cultures studied are those of India, China, and Japan.[2] [1] <http://www.itransfer.org/iai/gened/Default.aspx?section=students&p=s#History> [2] Black Hawk College Catalog, p. 178 [1] Black Hawk College Catalog, p.116 [2] <http://www.wiu.edu/history/undergradprogram.php>

Connected Documents

[Advising Checklist - World History](#)

[Advising Checklist- American History](#)

[History: Jan 2010 AHA Diversity in History](#)

[Program Catalog Description](#)

(PR) CURRICULUM/INSTRUCTIONAL APPROACHES: Describe scheduling changes that may be needed or where implemented in the past five years.

The most significant recent change in this area was the realignment of our survey course numbers (History 101-102 became History 125-27 (Western Civilization I and II), (History 251-252 became History 105-106 (US History to 1877 and from 1877). This was done to remove the artificial 200-level perception for the American survey courses. Our real 200-level courses should stand out much more in the catalog and schedule publications as well as in student perceptions about the level of work associated with such courses. A 100-level designation for the American survey courses might also prompt more student enrollment in those courses. Such changes might also better align student expectations with the reality of what is required for all History courses. For example, there is a huge difference in the amount of work expected for a HIST-251 American History course and a HIST-254 American Civil War course. If these changes are made, that difference in academic expectations would be reflected in the designation numbers. This, in turn, should create a better chance of student success in both courses as students should be cognizant of these differing expectations. The revision process was fairly straight forward, but it was necessary to make an adjustment in course content. The chronological sequence of the American survey courses at BHC had to be revised (Example: History 251-252 (US History to 1865 and from 1865), became History 105-106 (US History to 1877 and from 1877). This change made it necessary to transfer the coverage of the US Reconstruction period from History 105 to 106. This was done to bring the content coverage of the US surveys into more current practice. Developments for the immediate future include the creation of a hybrid course and a possible expansion of the program's online offerings. There have also been discussions to add new course on the History of Crime to the Topics in History Series. In Spring 2010, the History and English programs were able to offer the first honors courses at BHC and a new team taught course (Humanities 102) by instructors from the English, Art, and History disciplines was introduced at the East Campus.

(PR) FINANCIAL ANALYSIS: Based on the UNIT COST/CURRICULUM REVIEW (if appropriate) what steps are necessary to sustain program viability? (i.e.; increasing enrollment, upgrading or new equipment, improving facilities, finding qualified faculty, professional development)?

Over the past 5 years credit hours generated have been stable. The unit cost analysis demonstrated that the cost to provide one credit hour instruction to one student is within +or - \$6.00 of the state average. The unit costs average are consistently higher than that of our peer group average. The revenue-to-cost ratio for both QC and East campus are above one. The college has well-qualified faculty members that provide quality instruction. The program is well placed for continued success.

Connected Documents

[History: Faculty Distribution Summary](#)

[History: FY2005 Faculty Distribution](#)

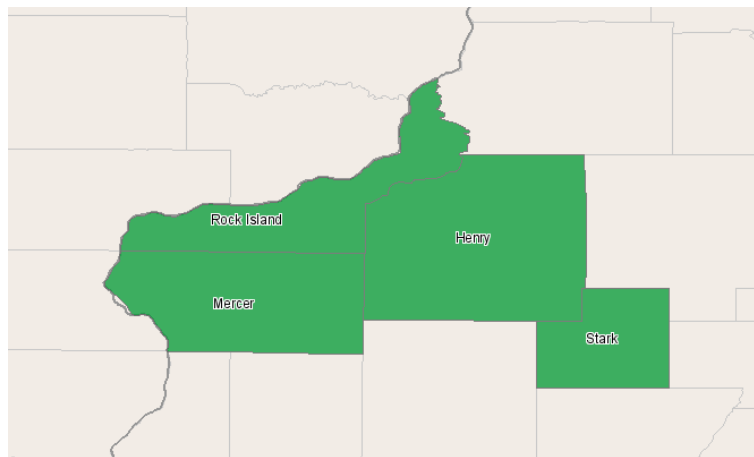
[History: FY2006 Faculty Distribution](#)

[History: FY2007 Faculty Distribution](#)
[History: FY2008 Faculty Distribution](#)
[History: FY2009 Faculty Distribution](#)
[History-Credit Hours and Unit Cost](#)

Black Hawk College

6600 34th Avenue
Moline, Illinois 61265
309.852.5671

Occupation Report



Region Info

Region: Black Hawk College

Description: The four largest counties in Black Hawk College's District

County Areas: Henry, Illinois (17073), Mercer, Illinois (17131), Rock Island, Illinois (17161), Stark, Illinois (17175)

Executive Summary

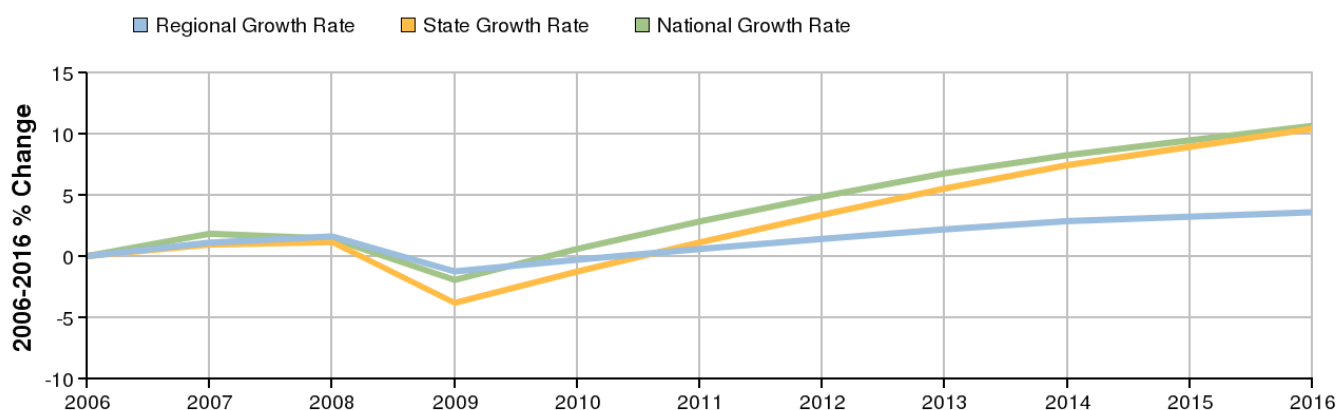
Selected Occupations	Education Level
Compensation and benefits managers (SOC 11-3041)	Degree plus work experience
Human resources managers, all other (SOC 11-3049)	Degree plus work experience
Employment, recruitment, and placement specialists (SOC 13-1071)	Bachelor's degree
Compensation, benefits, and job analysis specialists (SOC 13-1072)	Bachelor's degree
Human resources, training, and labor relations specialists, all other (SOC 13-1079)	Bachelor's degree
Historians (SOC 19-3093)	Master's degree

Basic Information	
2006 Occupational Jobs	653
2016 Occupational Jobs	677
Total Change	24
Total % Change	3.52%
Current Median Hourly Earnings	\$28.28

Economic Indicators	
2006 Location Quotient	1.28
2016 Location Quotient	1.24
Shift Share: Regional Competitiveness Effect	-56
Shift Share: Occupational Mix Effect	22
Shift Share: National Effect	58

Source: EMSI Complete Employment - 3rd Quarter 2009

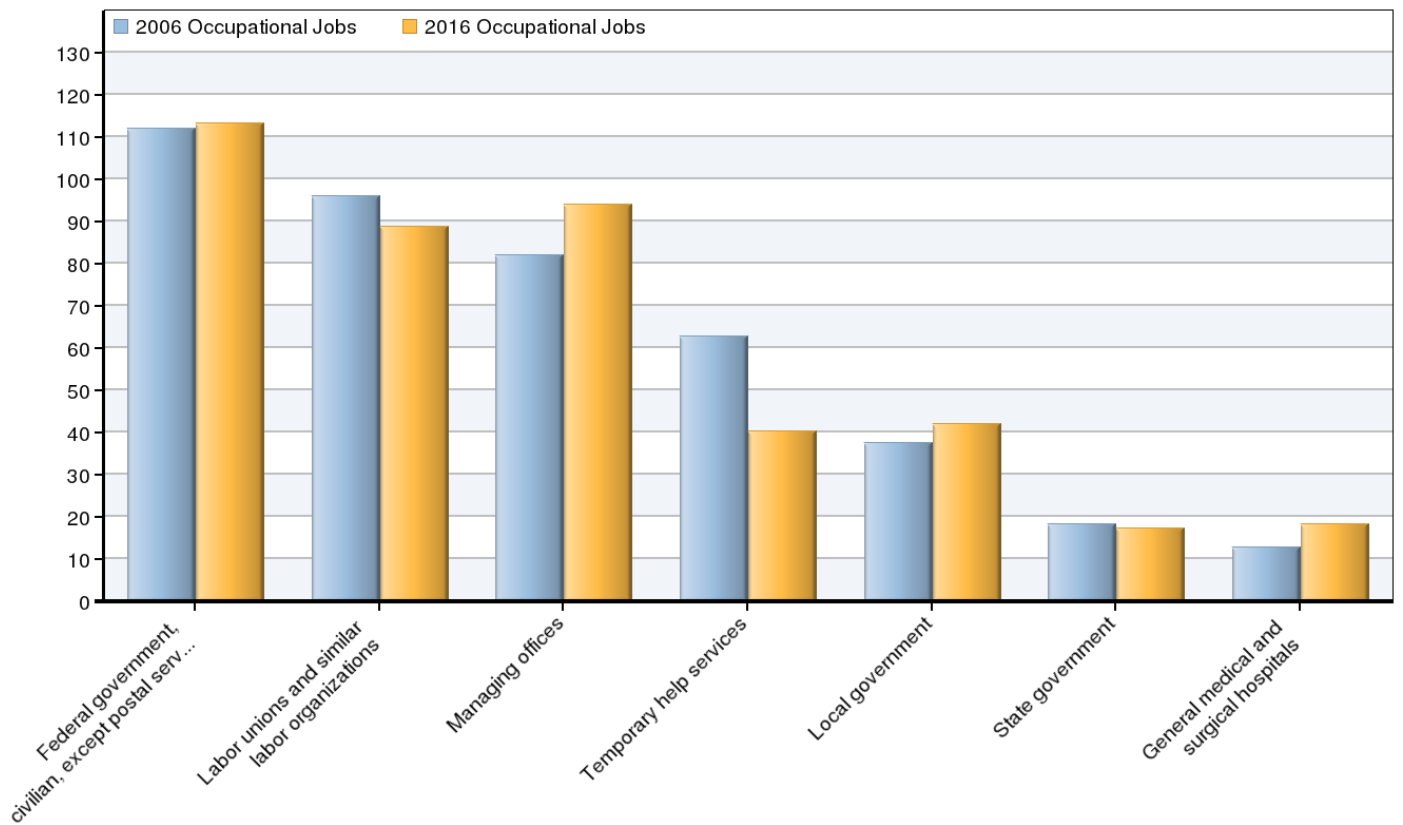
Occupational Change Summary



Region	2006 Jobs	2016 Jobs	Change	% Change	Current Median Hourly Earnings
Regional Total	653	677	24	4%	\$28.28
State Total	35,448	39,139	3,691	10%	\$26.40
National Total	717,714	794,033	76,319	11%	\$25.91

Source: EMSI Complete Employment - 3rd Quarter 2009

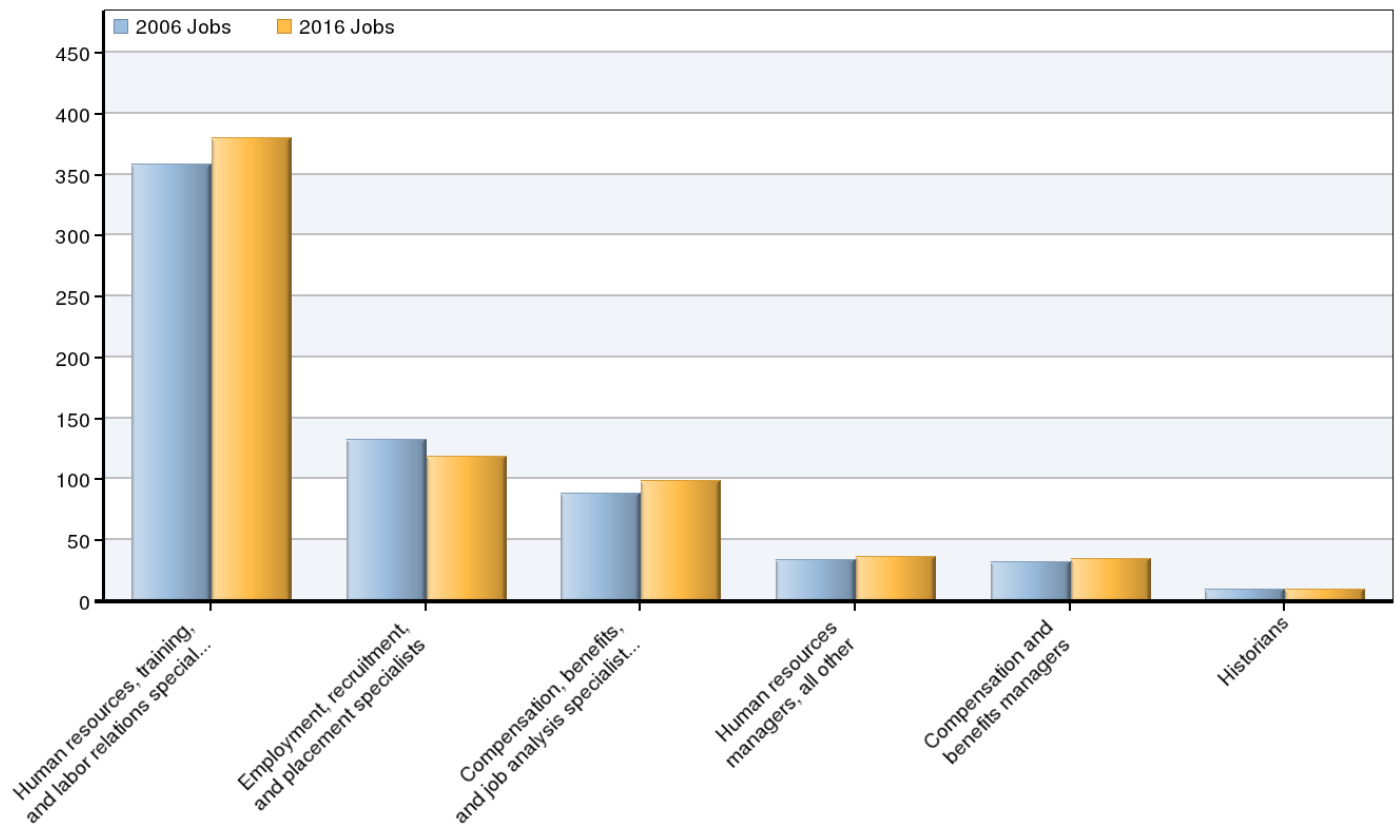
Top Industries for Selected Occupations



NAICS Code	Name	2006 Jobs	2016 Jobs	Change	% Change
911000	Federal government, civilian, except postal service	112	113	1	1%
813930	Labor unions and similar labor organizations	96	89	-7	-7%
551114	Managing offices	82	94	12	15%
561320	Temporary help services	63	40	-23	-37%
930000	Local government	37	42	5	13%
920000	State government	18	17	-1	-5%
622110	General medical and surgical hospitals	13	18	5	39%

Source: EMSI Complete Employment - 3rd Quarter 2009

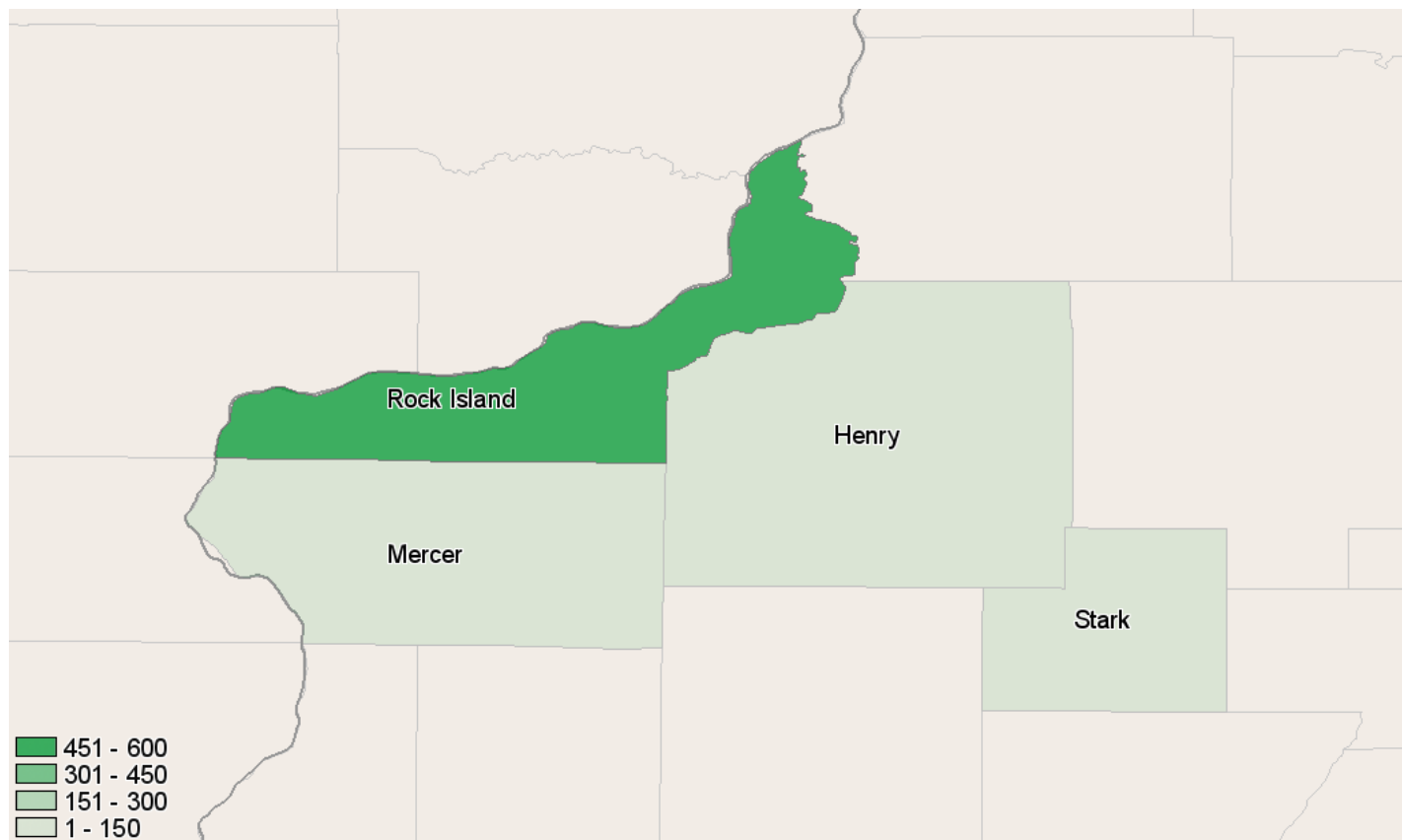
Occupational Breakdown



SOC Code	Description	2006 Jobs	2016 Jobs	Current Median Hourly Earnings
13-1079	Human resources, training, and labor relations specialists, all other	359	380	\$28.81
13-1071	Employment, recruitment, and placement specialists	132	119	\$27.40
13-1072	Compensation, benefits, and job analysis specialists	88	99	\$22.45
11-3049	Human resources managers, all other	33	36	\$41.64
11-3041	Compensation and benefits managers	32	34	\$30.05
19-3093	Historians	<10	<10	--
	Total	653	677	\$28.28

Source: EMSI Complete Employment - 3rd Quarter 2009

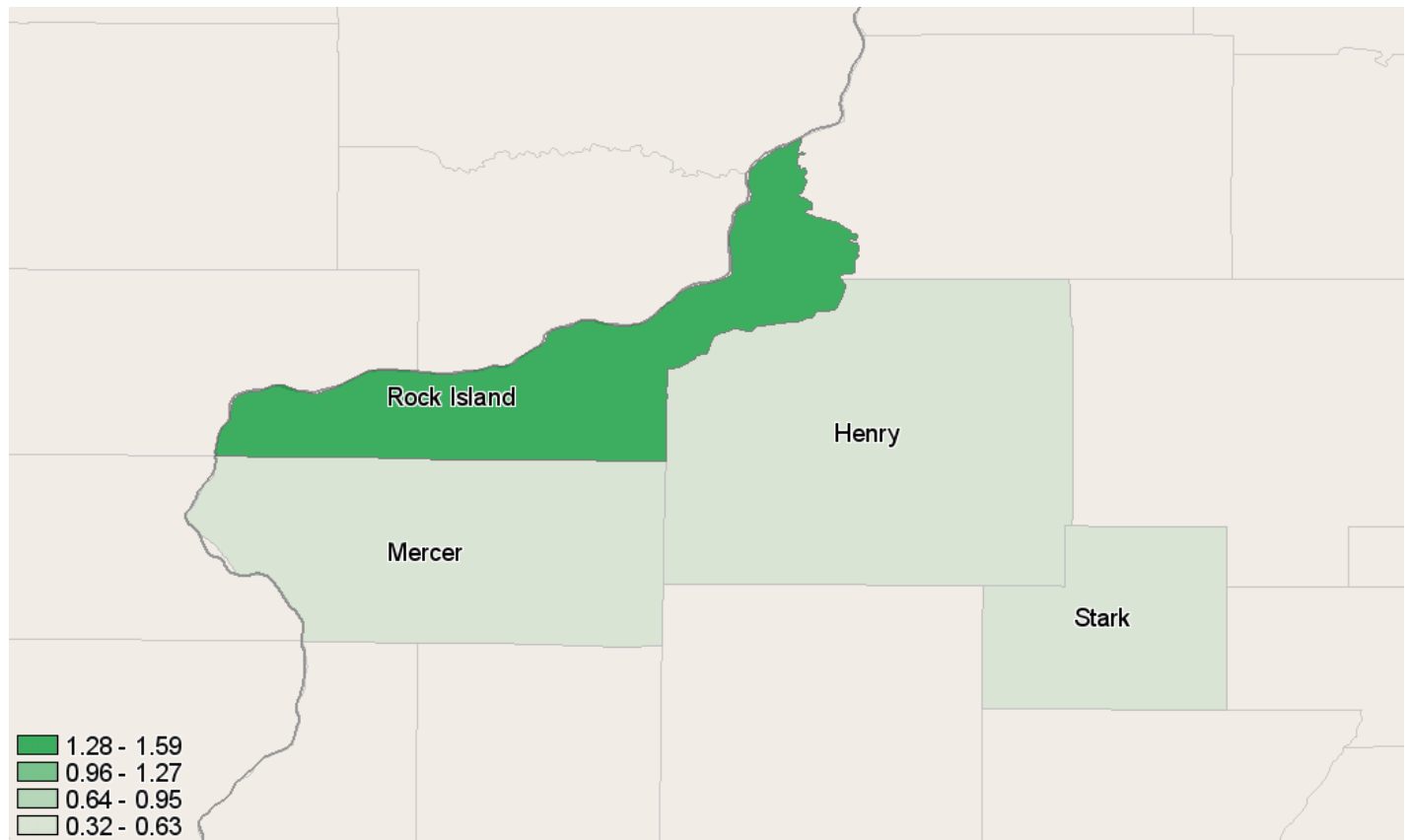
Occupation Distribution



County	2006 Jobs
Rock Island, IL (17161)	596
Henry, IL (17073)	44
Mercer, IL (17131)	11
Stark, IL (17175)	<10

Source: EMSI Complete Employment - 3rd Quarter 2009

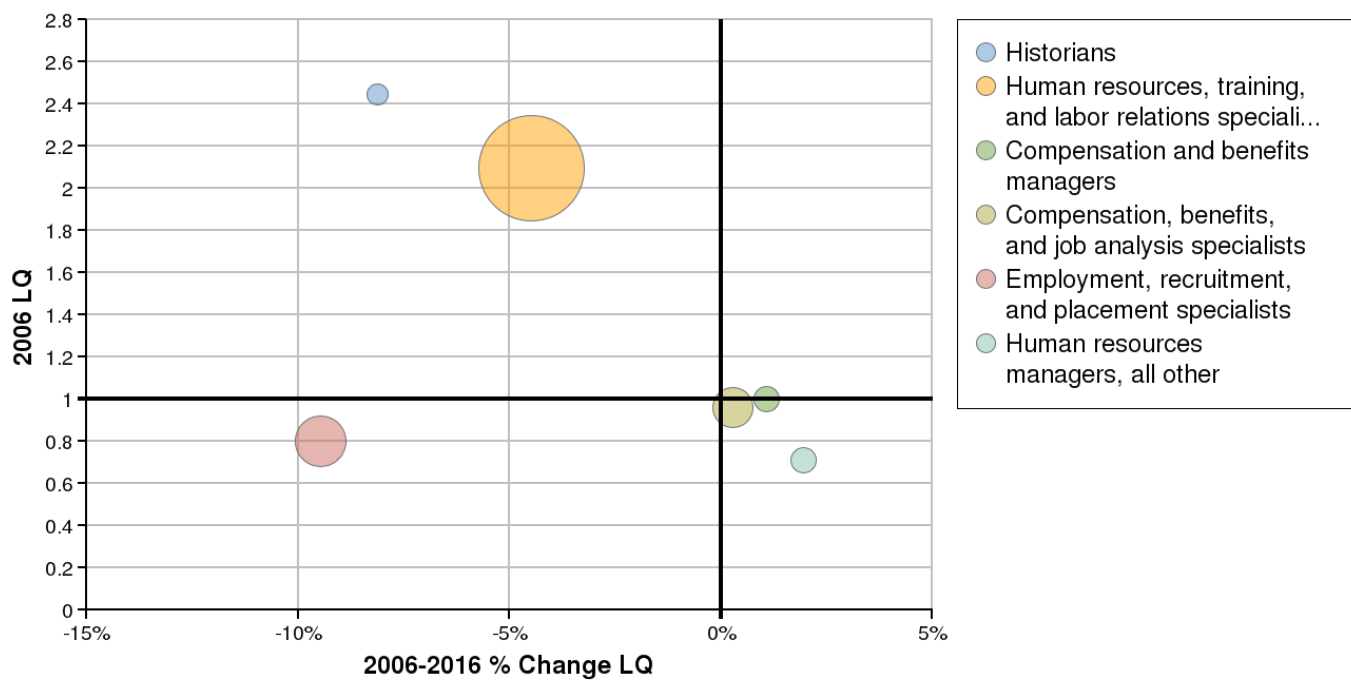
Occupation Concentration



County	2006 Location Quotient
Rock Island, IL (17161)	1.55
Henry, IL (17073)	0.47
Mercer, IL (17131)	0.45
Stark, IL (17175)	0.32

Source: EMSI Complete Employment - 3rd Quarter 2009

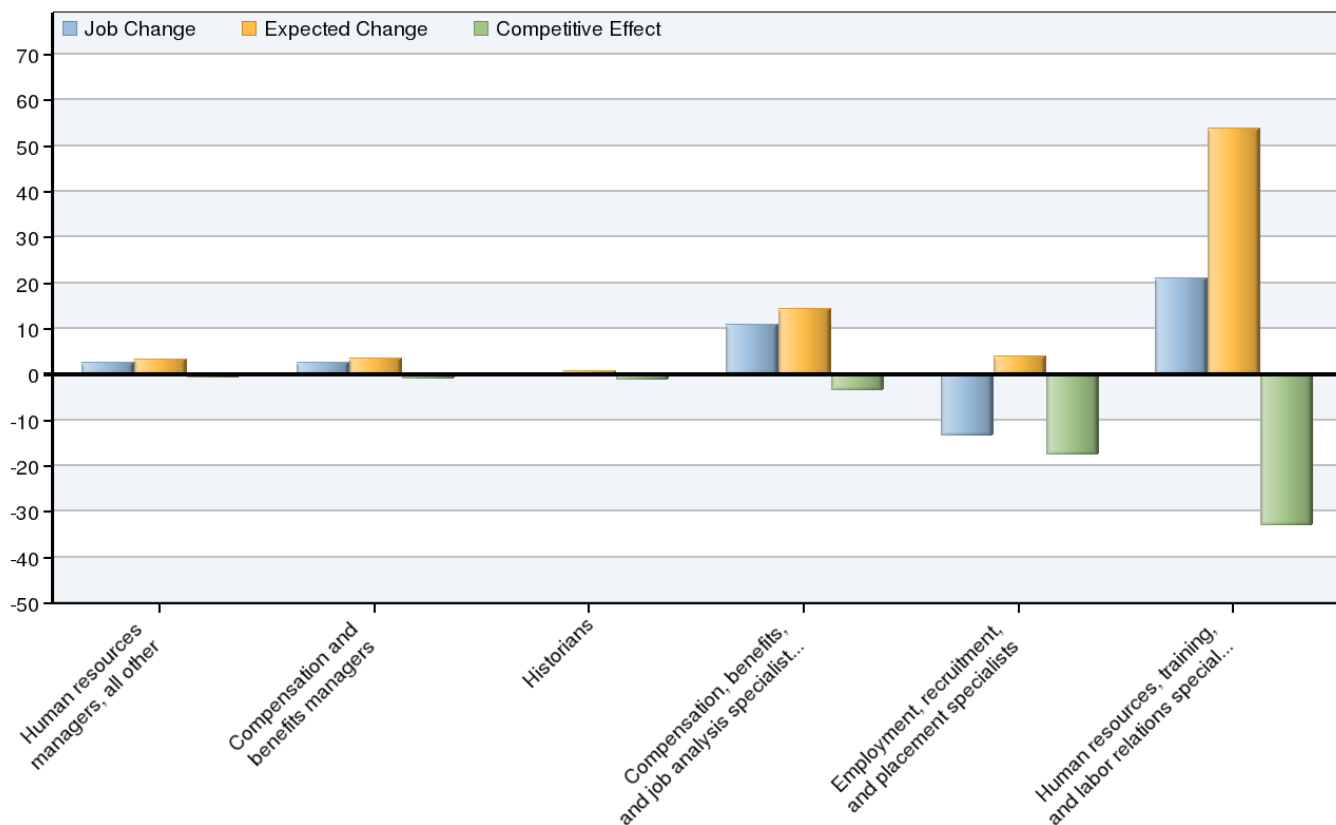
Location Quotient Breakdown



SOC Code	Description	2006 Jobs	2006 LQ	2016 LQ
11-3041	Compensation and benefits managers	32	1.00	1.01
11-3049	Human resources managers, all other	33	0.71	0.72
13-1071	Employment, recruitment, and placement specialists	132	0.80	0.73
13-1072	Compensation, benefits, and job analysis specialists	88	0.96	0.96
13-1079	Human resources, training, and labor relations specialists, all other	359	2.10	2.00
19-3093	Historians	<10	--	--
	Total	653	1.28	1.24

Source: EMSI Complete Employment - 3rd Quarter 2009

Shift Share Breakdown



SOC Code	Description	Job Change	Occ Mix Effect	Nat Growth Effect	Expected Change	Competitive Effect
11-3049	Human resources managers, all other	3	0	3	3	-1
11-3041	Compensation and benefits managers	2	1	3	4	-1
19-3093	Historians	-1	0	1	1	-1
13-1072	Compensation, benefits, and job analysis specialists	11	7	8	14	-3
13-1071	Employment, recruitment, and placement specialists	-13	-8	12	4	-17
13-1079	Human resources, training, and labor relations specialists, all other	21	22	32	54	-33
	Total	23	22	58	80	-56

Source: EMSI Complete Employment - 3rd Quarter 2009

Data Sources and Calculations

Industry Data

In order to capture a complete picture of industry employment, EMSI basically combines covered employment data from Quarterly Census of Employment and Wages (QCEW) produced by the Department of Labor with total employment data in Regional Economic Information System (REIS) published by the Bureau of Economic Analysis (BEA), augmented with County Business Patterns (CBP) and Nonemployer Statistics (NES) published by the U.S. Census Bureau. Projections are based on the latest available EMSI industry data, 15-year past local trends in each industry, growth rates in statewide and (where available) sub-state area industry projections published by individual state agencies, and (in part) growth rates in national projections from the Bureau of Labor Statistics.

Occupation Data

Organizing regional employment information by occupation provides a workforce-oriented view of the regional economy. EMSI's occupation data are based on EMSI's industry data and regional staffing patterns taken from the Occupational Employment Statistics program (U.S. Bureau of Labor Statistics). Wage information is partially derived from the American Community Survey. The occupation-to-program (SOC-to-CIP) crosswalk is based on one from the U.S. Department of Education, with customizations by EMSI.

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Shift Share

Shift share is a standard regional analysis method that attempts to determine how much of regional job growth can be attributed to national trends and how much is due to unique regional factors.

State Data Sources

This report uses state data from the following agencies: Illinois Department of Employment Security, Employment Projections.

A Grim Year on the Academic Job Market for Historians

By Robert B. Townsend

The number of job openings in history plummeted last year, even as the number of new history PhDs soared. As a result, it appears the discipline is entering one of the most difficult academic job markets for historians in more than 15 years.

During 2008–09 job advertisements fell by 23.8 percent—from a record high of 1,053 openings in 2007–08 to 806 openings in the past year. This was the smallest number of positions advertised with the AHA in a decade (Figure 1).¹ To make matters worse, a subsequent survey of advertisers indicates that about 15 percent of the openings were cancelled after the positions were advertised.

Even as the number of openings fell sharply, the number of new PhDs reported to the annual *Directory of History Departments, Historical Organizations, and Historians* increased by more than 17 percent, from 741 in the 2007–08 academic year to 869. This was the largest year-to-year increase since we began tabulating this information in the *Directory* in 1975. More than half the

listing departments reported an increase in the number of PhDs conferred, as compared to less than a third reporting a decline.

It is worth noting that the number of history PhDs that will be reported in a year or two by the federal government (in its annual survey of earned doctorates) is likely to be significantly larger than 869. The government data includes students from departments in related fields, such as American Studies, who can select history as their field of study. As a result, the federal report more accurately reflects the real number of students entering the history job market each year. Our experience indicates that the *Directory* data provides a good estimate of the final figures. So if we follow past practice and extrapolate from the trend indicated by the *Directory* statistics, we can safely assume that about 1,100 new PhDs entered the history job market in the past year.

Taken together, these diverging trends mark the largest gap between new jobs and new PhDs since the job crisis of the mid-

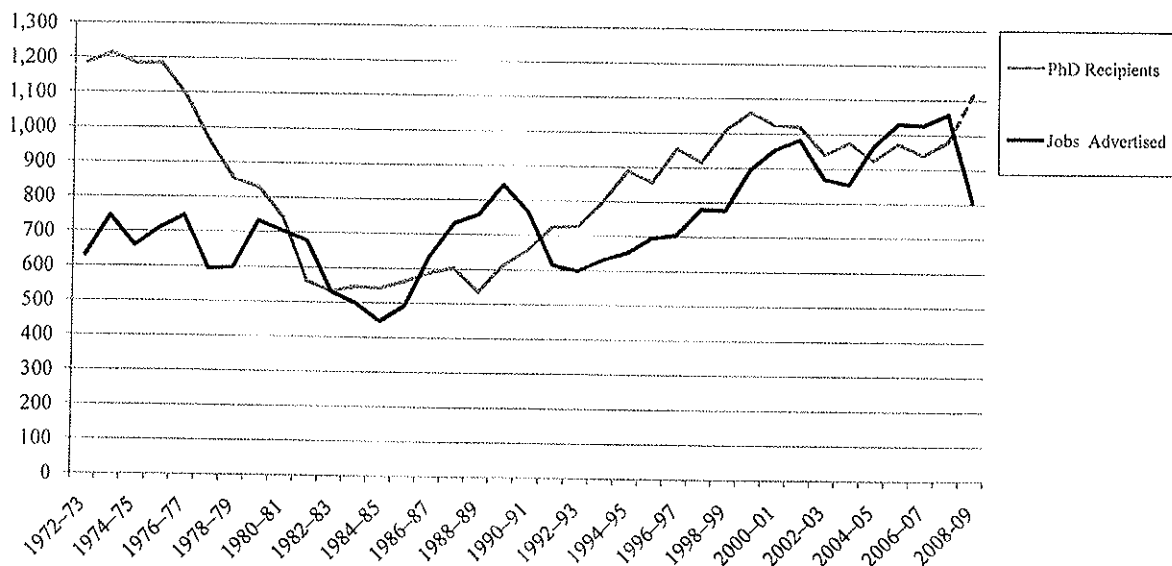
1990s. This situation is unlikely to improve in the current year, as job ads have continued to decline and the number of students in PhD programs remains relatively high.

Trends in Job Advertisements

Some interesting trends in hiring patterns are revealed when we differentiate the general decline in the number of openings into the particular subject specialties. Openings for historians working on the United States, for instance, fell by 30.3 percent, while openings for specialists in the history the Middle East and the Islamic World fell by a slightly larger 34.5 percent.

Most of the other broad fields suffered declines of around 20 percent, including world and transnational history (down 20.9 percent), European history (down 19.7 percent), and Latin American history (off 18.8 percent). Only two fields saw declines of less than five percent—African history (down 4.4 percent) and Asian history (off 3.1 percent).

Figure 1: Number of New History PhDs and Advertised Job Openings, 1970–71 to 2008–09



Source: Data on PhD recipients from annual Doctorate Recipients from United States Universities: Summary Report, supplemented for last year by estimate based on the latest reportings to the annual *Directory of History Departments*. Data on job openings is a simple count of the first listings of jobs in *Perspectives on History* (which eliminates duplicates but includes senior, public history, and one-year fellowships).

History-Courses Tied to Program

Prefix	Number	Course Master File.Title	PCS	CIP	PreK2000	Curriculum Prefix	Curriculum Number	Curriculum Master File Title	Curriculum Master File.Status	Course Master File.Status	Begin Date	End Date	Fund Level
HIST	101	WESTERN CIVILIZATION I	11	540101	450801	0927	1045	ASSOCIATE IN ARTS	A	A	8/1/2005		1
HIST	102	WESTERN CIVILIZATION II	11	540101	450801	0927	1045	ASSOCIATE IN ARTS	A	A	8/1/2005		1
HIST	141	HISTORY OF ASIA I	11	540106	450801	0927	1045	ASSOCIATE IN ARTS	A	A	8/25/1991		1
HIST	142	HISTORY OF ASIA II	11	540106	450801	0927	1045	ASSOCIATE IN ARTS	A	A	8/25/1991		1
HIST	151	HISTORY MIDDLE EAST SINCE 1700	11	540106	450801	0927	1045	ASSOCIATE IN ARTS	A	A	6/1/1991		1
HIST	181	HIST LATIN AMERICN CIV TO 1825	11	549996	450801	0927	1045	ASSOCIATE IN ARTS	A	A	8/25/1991		1
HIST	182	HIST LATIN AMER CIV SINCE 1825	11	549996	450801	0927	1045	ASSOCIATE IN ARTS	A	A	8/25/1991		1
HIST	190	A HISTORY OF AMERICAN LABOR	11	521002	521002	0927	1045	ASSOCIATE IN ARTS	A	A	8/15/2007		1
HIST	200	AFRICAN-AMERICAN HISTORY	11	549996	450801	0927	1045	ASSOCIATE IN ARTS	A	A	8/25/1991		1
HIST	203	MEXICAN-AMERICAN HISTORY	11	549996	450801	0927	1045	ASSOCIATE IN ARTS	A	A	8/25/1991		1
HIST	231	HISTORY OF ENGLAND TO 1688	11	540101	450801	0927	1045	ASSOCIATE IN ARTS	A	A	8/25/1991		1
HIST	232	HISTORY OF ENGLAND SINCE 1688	11	540101	450801	0927	1045	ASSOCIATE IN ARTS	A	A	8/25/1991		1
HIST	251	HISTORY OF US TO 1865	11	540102	450801	0927	1045	ASSOCIATE IN ARTS	A	A	8/25/1991		1
HIST	252	HISTORY OF US SINCE 1865	11	540102	450801	0927	1045	ASSOCIATE IN ARTS	A	A	8/25/1991		1
HIST	253	AMERICAN REVOLUTION	11	540102	450801	0927	1045	ASSOCIATE IN ARTS	A	A	8/25/1991		1
HIST	254	AMERICAN CIVIL WAR	11	540102	450801	0927	1045	ASSOCIATE IN ARTS	A	A	8/25/1991		1
HIST	255	HISTORY OF ILLINOIS	11	549996	450801	0927	1045	ASSOCIATE IN ARTS	A	A	8/25/1991		1
HIST	256	AMERICAN WESTWARD EXPANSION	11	540102	450801	0927	1045	ASSOCIATE IN ARTS	A	A	8/25/1991		1
HIST	265	WORLD WAR II	11	540106	450801	0927	1045	ASSOCIATE IN ARTS	A	A	8/25/1991		1
HIST	120	FOUNDATION OF WESTERN CULTURE	11	450801		0927	1045	ASSOCIATE IN ARTS	A	W	8/25/1991	1/1/2008	1
HIST	121	EMERGENCE OF WESTERN CULTURE	11	450801		0927	1045	ASSOCIATE IN ARTS	A	W	8/25/1991	1/1/2008	1
HIST	122	EXPANSION OF WESTERN CULTURE	11	450801		0927	1045	ASSOCIATE IN ARTS	A	W	8/25/1991	1/1/2008	1
HIST	261	HISTORY OF EUROPE TO 1815	11	450801		0927	1045	ASSOCIATE IN ARTS	A	W	8/25/1991	7/30/2003	1
HIST	262	HISTORY OF EUROPE SINCE 1815	11	450801		0927	1045	ASSOCIATE IN ARTS	A	W	8/25/1991	7/30/2003	1

Program: History
 Prefix and Number Used: 1010
 CIP Code(s): 450801, 459997, 521002, 540101, 540102, 540106, 549996
 Year of Review: FY2010

		<u>FY2005</u>	<u>FY2006</u>	<u>FY2007</u>	<u>FY2008</u>	<u>FY2009</u>
Total Number of Students:		21	32	23	26	35
<u>Category</u>						
Gender	Male	10	18	13	21	29
	Female	11	14	10	5	6
Ethnicity	Caucasian	19	29	19	24	27
	Asian	0	0	0	0	0
	Native American	0	0	0	0	0
	African American	2	1	2	0	2
	Hispanic	0	2	2	2	2
	Other/Unknown	0	0	0	0	4
	Total Minority	2	3	4	2	8
Age	Under 25	17	26	19	24	28
	25 and Over	4	6	4	2	7
	Unknown	0	0	0	0	0
Previous Education	< High School	1	2	1	1	3
	High School or GED	16	26	18	20	21
	Some College	4	4	4	4	10
	Certificate/Associate's	0	0	0	0	0
	>=Bachelor's	0	0	0	1	1
	Unknown	0	0	0	0	0
Student Level	Freshman	10	16	9	13	20
	Sophomore	9	13	13	12	12
	High School	0	1	0	0	1
	Other	2	2	1	1	2
Current Goal	Transfer	14	23	17	19	18
	Improve job skills	0	0	0	0	1
	Career prep	4	6	2	4	5
	Basic skills	1	0	0	1	0
	Personal Interest	1	0	0	0	0
	Other	1	3	4	2	11
Objective	Courses only	3	0	1	3	9
	Earn Certificate	0	1	0	1	1
	Earn Degree	18	31	22	22	25
Status	Full-time	11	16	15	16	17
	Part-time	10	16	8	10	18

Disadvantage Status	Economic Disadvantage	0	5	5	2	0
	Academic Disadvantage	3	4	5	5	10
	Both	0	1	1	1	2
	None	18	22	12	18	23
Student Completers	Yes	4	1	4	2	6
	No	17	31	19	24	29

Curriculum Review Data
Department Code(s):

Full-time Faculty
Part-time Faculty

Equated Hours
Head Count
Total Credits
Credit Hours/Equated Hours

Revenue
Cost
Ratio

Total Cost per FTE

Department Costs

Area of Concentration: History
Black Hawk College's Internal Program Code: 1010
Year of Review: FY2010

	Fiscal Year the Student is Enrolled In at BHC				
	<u>FY2005</u>	<u>FY2006</u>	<u>FY2007</u>	<u>FY2008</u>	<u>FY2009</u>
Students with an Area of Concentration" of History:	21	32	23	26	35
Number transferring to another institution the next fiscal year:	8	14	12	12	13
Most Frequent Institution Transferred To:	WIU/Iowa/SCC	WIU/Iowa/SAU	WIU	WIU	WIU/Bradley
Number that graduated from the institution they transferred to:	7	9			
Most Frequent Institution Graduated From:	WIU	WIU			
Number that earned a History degree from the institution they transferred to:	-	4			
Most Frequently Earned Degree:	POL SCI	HISTORY			
Students Earning a Degree from Another Institution After Leaving BHC*:	1,677	1,245			
Number earning a degree from a 4-year institution:	1510	1115			
Number earning a degree from a 2-year institution:	189	135			
Number earning a History degree from another institution:	33	22			
Western Illinois University:	10	7			
Illinois State University:	5	4			
Number that had a transfer major while at Black Hawk College:	23	18			
Most Frequent Transfer Major:	LIB ARTS/SCI	LIB ARTS/SCI			
Number that had an occupational major while at Black Hawk College:	10	4			
Most Frequent Occuapational Major:	Course Enrollee	Course Enrollee			

* -- Earning a degree through the Summer of 2009

History

HIST 101 Western Civilization I 3 cr. hrs.

Surveys the foundations of Western civilization in the ancient near east and the Greco-Roman world, and traces the transmission of ideas from these early cultures to the Medieval world, from the first feudal monarchies to the Protestant Reformation. Among the cultures studied are those of Mesopotamia, Egypt, Greece, Rome, North Africa, the Middle East and Europe. 3 lecture hours; 0 lab hours per week. IAI: H2 901

HIST 102 Western Civilization II 3 cr. hrs.

Surveys expansion of Western civilization since the 17th century. Examines the age of kings, the French Revolution and Napoleon, the development of nationalism and industrialism, and the rising tide of violence in the 20th century. Particular emphasis is given to the spread of Western ideas and institutions throughout the world. 3 lecture hours; 0 lab hours per week. IAI: H2 902

HIST 141 History of Asia I 3 cr. hrs.

Surveys the foundations of Eastern civilization beginning with its origins in the River Valleys of India and China. Particular emphasis is given to the development of major Asian societies, noting the creation of stable political and economic systems, and the stimulation of significant cultural achievements. Among the cultures studied are those of India, China, and Japan. 3 lecture hours; 0 lab hours per week. IAI: S2 908N

HIST 142 History of Asia II 3 cr. hrs.

Surveys the continued development of Eastern civilization in the modern period, noting not only the richness of its cultural achievements, but also the impact of and the responses to the Western imperial presence. Particular emphasis is given to the gradual transformation of Asian societies and the variety of influences which led to political independence in the 20th century. Among the cultures studied are those of India, China, and Japan. 3 lecture hours; 0 lab hours per week. IAI: S2 909N

HIST 151 History of the Middle East Since 1700 3 cr. hrs.

Surveys Middle Eastern civilization with an emphasis on the period between 1700 and the present. Includes an examination of political, economic, social and religious development and the current condition of the Middle East. 3 lecture hours; 0 lab hours per week. IAI: S2 919N

HIST 181 History of Latin American Civilization to 1825 3 cr. hrs.

Surveys Latin American civilization from the pre-Columbian era to 1825. Examines Mesoamerican Indians, the Hispanic conquest of the Indians, the evolution of colonial institutions and the wars of liberation. 3 lecture hours; 0 lab hours per week. IAI: S2 910N

HIST 182 History of Latin American Civilization Since 1825 3 cr. hrs.

Surveys Latin American civilization since 1825. Includes an examination of political, social and economic development and the current condition of Latin America. 3 lecture hours; 0 lab hours per week. IAI: S2 911N

HIST 190 A History of American Labor 3 cr. hrs.

This course is a survey of the lives and work of American working people, from the colonial era to the present, and includes an examination of the origins and development of labor unions in the United States. 3 lecture hours; 0 lab hours per week.

HIST 200 African American History 3 cr. hrs.

Prerequisite: HIST 251 or HIST 252 recommended.
Surveys African American experience and contributions, including analysis of leading personalities, ideologies, and enduring institutions, that have shaped the nature and direction of American life and culture. 3 lecture hours; 0 lab hours per week.

HIST 203 Mexican American History 3 cr. hrs.

Traces history of the Mexican-American. Centers upon development of Mexican-American culture and the attempt to maintain that culture within the mainstream of American life. 3 lecture hours; 0 lab hours per week.

HIST 205 Topics in History 3 cr. hrs.

Intensive study of particular topics in history. Topics will vary and will be announced in advance: history of presidential greatness, survey of crime and punishment, the holocaust, Vietnam conflict. This course may be repeated once (up to 6 hrs.) provided that different topics are considered. 3 lecture hours; 0 lab hours per week.

HIST 210 Directed Study in History 1 cr. hr.

Prerequisite: Consent of instructor.
Offers serious student an opportunity to probe more deeply into an area of history in which there is a particular interest. Offered in conjunction with a regularly scheduled class and meets for one additional hour per week. 1 lecture hour; 0 lab hours per week.

HIST 222 Comparative Religions 3 cr. hrs.

This course compares and contrasts the great religions of the world from the scholarly point of view as they emerged in Asia and developed throughout the world; the course focuses on their beliefs, practices, and work of inspiration 3 lecture hours; 0 lab hours per week. IAI: H5 904N

HIST 231 History of England to 1688 3 cr. hrs.

Explores history of England until 1688 and examines development of royal power, challenge of the feudal aristocracy, evolution of a national church, and rise of parliament. 3 lecture hours; 0 lab hours per week.

HIST 232 History of England Since 1688 3 cr. hrs.
Surveys English history since the glorious revolution. Analyzes evolution of parliamentary government, development of a complex commercial and industrial society, emergence of democratic trends in political and social life, and the growth of an overseas empire. 3 lecture hours; 0 lab hours per week.

HIST 236 Economic History of the United States 3 cr. hrs.
Examines progression of the United States from a rural farming nation to an urban industrialized nation dominant in the world's economic system. Demonstrates how principles of economics have operated in an historical setting. 3 lecture hours; 0 lab hours per week.

HIST 251 History of the United States to 1865 3 cr. hrs.
Surveys the history of the United States from the discovery of America through 1865, including settlement and westward expansion, the development of the American government, the growth of the American economy, the evolution of an American style of life and thought, and the development of sectionalism culminating in the Civil War. 3 lecture hours; 0 lab hours per week. IAI: S2 900

HIST 252 History of the United States Since 1865 3 cr. hrs.
Examines history of the United States from close of the Civil War through the present, including the rise of the U.S. as a major world power, the continued growth and development of the federal government, efforts to improve the status of minorities and women, the growth of the economy, and the changing pattern of American life. 3 lecture hours; 0 lab hours per week. IAI: S2 901

HIST 253 American Revolution 3 cr. hrs.
Prerequisite: HIST 251 recommended.
A review of the political, social and economic causes of the American Revolution coupled with a survey of the events, personalities, and outcomes of the war itself. 3 lecture hours; 0 lab hours per week.

HIST 254 American Civil War 3 cr. hrs.
Prerequisite: HIST 251 recommended.
A survey of the political, social, economic and military events associated with the American Civil War. 3 lecture hours; 0 lab hours per week.

HIST 255 History of Illinois 3 cr. hrs.
Explores history of Illinois from the earliest times to the present. Examines evolution of the Indian cultures of the area, development of European colonization and settlement, organization of Illinois as a territory and state, and emergence of a complex agricultural and industrial society. 3 lecture hours; 0 lab hours per week.

HIST 256 American Westward Expansion 3 cr. hrs.
Study of westward expansion and the influence of the frontier in American history from colonial times to the end of the 19th century. 3 lecture hours; 0 lab hours per week.

HIST 265 World War II 3 cr. hrs.
Surveys the origins, development, and consequences of World War II from the end of World War I to the establishment of the Cold War. 3 lecture hours; 0 lab hours per week.

Credit Hour, Headcount, Equated Hour, and Total Salary and Benefits Data for Courses Identified as part of
History's Program Review

Total Reimbursable Credit Hours Generated for Courses from History's Program Review

Data Item		Full-time	Overload	Part-time	Summer
FY2005	Total Reimbursable Credit Hours:	2,325.00	69.00	297.00	321.00
	% Distribution:	77.19%	2.29%	9.86%	10.66%
FY2006	Total Reimbursable Credit Hours:	2,067.00	189.00	381.00	327.00
	% Distribution:	69.74%	6.38%	12.85%	11.03%
FY2007*	Total Reimbursable Credit Hours:	1,368.00	186.00	981.00	306.00
	% Distribution:	48.15%	6.55%	34.53%	10.77%
FY2008	Total Reimbursable Credit Hours:	1,716.00	237.00	357.00	279.00
	% Distribution:	66.28%	9.15%	13.79%	10.78%
FY2009	Total Reimbursable Credit Hours:	1,894.00	245.00	324.00	267.00
	% Distribution:	69.38%	8.97%	11.87%	9.78%

* -- Only 4 FT faculty this year, instead of 5 FT faculty the other years listed.

Headcount for Courses from History's Program Review

Data Item		Full-time	Overload	Part-time	Summer
FY2005	Headcount:	795.00	24.00	101.00	107.00
	% Distribution:	77.41%	2.34%	9.83%	10.42%
FY2006	Headcount:	712.00	64.00	136.00	118.00
	% Distribution:	69.13%	6.21%	13.20%	11.46%
FY2007*	Headcount:	522.00	73.00	382.00	112.00
	% Distribution:	47.93%	6.70%	35.08%	10.28%
FY2008	Headcount:	710.00	105.00	142.00	103.00
	% Distribution:	66.98%	9.91%	13.40%	9.72%
FY2009	Headcount:	770.00	119.00	135.00	101.00
	% Distribution:	68.44%	10.58%	12.00%	8.98%

* -- Only 4 FT faculty this year, instead of 5 FT faculty the other years listed.

Credit Hour, Headcount, Equated Hour, and Total Salary and Benefits Data for Courses Identified as part of
History's Program Review

Total Credit Hours for Courses from History's Program Review

	Data Item	Full-time	Overload	Part-time	Summer
FY2005	Total Credit Hours:	2,385.00	72.00	303.00	321.00
	% Distribution:	77.41%	2.34%	9.83%	10.42%
FY2006	Total Credit Hours:	2,136.00	192.00	408.00	354.00
	% Distribution:	69.13%	6.21%	13.20%	11.46%
FY2007*	Total Credit Hours:	1,566.00	219.00	1,146.00	336.00
	% Distribution:	47.93%	6.70%	35.08%	10.28%
FY2008	Total Credit Hours:	2,130.00	315.00	426.00	309.00
	% Distribution:	66.98%	9.91%	13.40%	9.72%
FY2009	Total Credit Hours:	2,310.00	357.00	405.00	303.00
	% Distribution:	68.44%	10.58%	12.00%	8.98%

* -- Only 4 FT faculty this year, instead of 5 FT faculty the other years listed.

Equated Hours for Courses from History's Program Review

	Data Item	Full-time	Overload	Part-time	Summer
FY2005	Equated Hours:	96.93	12.30	17.50	15.43
	% Distribution:	68.18%	8.65%	12.31%	10.85%
FY2006	Equated Hours:	92.75	10.45	24.00	19.20
	% Distribution:	63.35%	7.14%	16.39%	13.11%
FY2007*	Equated Hours:	65.50	14.00	49.71	18.00
	% Distribution:	44.49%	9.51%	33.77%	12.23%
FY2008	Equated Hours:	98.75	15.25	24.00	16.80
	% Distribution:	63.79%	9.85%	15.50%	10.85%
FY2009	Equated Hours:	102.00	18.73	25.80	22.50
	% Distribution:	60.34%	11.08%	15.26%	13.31%

* -- Only 4 FT faculty this year, instead of 5 FT faculty the other years listed.

Credit Hour, Headcount, Equated Hour, and Total Salary and Benefits Data for Courses Identified as part of
History's Program Review

Total Salary and Benefits for Courses from History's Program Review

	Data Item	Full-time	Overload	Part-time	Summer
FY2005	Total Salary and Benefits:	\$ 156,136.94	\$ 9,348.01	\$ 11,208.88	\$ 11,118.66
	% Distribution:	83.13%	4.98%	5.97%	5.92%
FY2006	Total Salary and Benefits:	\$ 161,651.35	\$ 7,942.03	\$ 15,435.08	\$ 13,137.00
	% Distribution:	81.57%	4.01%	7.79%	6.63%
FY2007*	Total Salary and Benefits:	\$ 124,583.54	\$ 10,780.04	\$ 21,988.46	\$ 10,662.00
	% Distribution:	74.15%	6.42%	13.09%	6.35%
FY2008	Total Salary and Benefits:	\$ 187,579.97	\$ 11,895.00	\$ 11,013.96	\$ 10,767.00
	% Distribution:	84.78%	5.38%	4.98%	4.87%
FY2009	Total Salary and Benefits:	\$ 188,213.11	\$ 14,888.27	\$ 14,798.22	\$ 14,970.00
	% Distribution:	80.82%	6.39%	6.35%	6.43%

* -- Only 4 FT faculty this year, instead of 5 FT faculty the other years listed.

History 10th Day Course Capacity Data

Campus	Course	Type	Term	Sections	Maxseats	Actualseats	%Filled
1	HIST 101	T	200508	2	60	44	73.33%
1	HIST 101	T	200601	2	60	58	96.67%
1	HIST 101	T	200608	2	60	54	90.00%
1	HIST 101	T	200701	2	60	58	96.67%
1	HIST 101	T	200708	3	88	83	94.32%
1	HIST 101	T	200801	2	60	58	96.67%
1	HIST 101	T	200808	3	88	77	87.50%
1	HIST 101	W	200808	1	15	12	80.00%
1	HIST 101	T	200901	2	60	57	95.00%
1	HIST 101	T	200908	3	90	73	81.11%
1	HIST 101	W	200908	1	30	24	80.00%
1	HIST 101	T	201001	2	60	57	95.00%
1	HIST 102	T	200508	2	60	51	85.00%
1	HIST 102	T	200601	2	60	47	78.33%
1	HIST 102	T	200608	2	60	60	100.00%
1	HIST 102	T	200701	3	90	71	78.89%
1	HIST 102	T	200708	2	60	46	76.67%
1	HIST 102	T	200801	3	90	42	46.67%
1	HIST 102	T	200808	2	60	37	61.67%
1	HIST 102	T	200901	3	90	49	54.44%
1	HIST 102	W	200901	1	14	9	64.29%
1	HIST 102	T	200908	2	60	35	58.33%
1	HIST 102	T	201001	2	60	44	73.33%
1	HIST 102	W	201001	1	25	17	68.00%
1	HIST 120	T	200108	2	60	39	65.00%
1	HIST 120	T	200208	2	60	56	93.33%
1	HIST 120	T	200301	2	56	51	91.10%
1	HIST 120	T	200308	2	60	60	100.00%
1	HIST 120	T	200401	1	28	25	89.29%
1	HIST 120	T	200408	2	60	58	96.67%
1	HIST 120	T	200501	2	58	56	96.55%
1	HIST 121	T	200108	2	60	32	53.33%
1	HIST 121	T	200208	2	60	55	91.67%
1	HIST 121	T	200301	2	56	53	94.60%
1	HIST 121	T	200308	2	60	57	95.00%
1	HIST 121	T	200401	3	86	53	61.63%
1	HIST 121	T	200408	2	58	51	87.93%
1	HIST 121	T	200501	3	86	50	58.14%
1	HIST 122	T	200108	2	60	45	75.00%
1	HIST 122	T	200208	1	30	31	103.33%
1	HIST 122	T	200301	1	28	29	103.60%
1	HIST 122	T	200308	1	30	30	100.00%
1	HIST 122	T	200401	2	58	56	96.55%

T = Traditional Sections

W = Online Sections

S = Study Unlimited Sections

History 10th Day Course Capacity Data

Campus	Course	Type	Term	Sections	Maxseats	Actualseats	%Filled
1	HIST 122	T	200408	1	30	28	93.33%
1	HIST 122	T	200501	1	28	25	89.29%
1	HIST 141	T	200208	1	30	18	60.00%
1	HIST 141	T	200308	1	30	30	100.00%
1	HIST 141	T	200408	1	30	29	96.67%
1	HIST 141	T	200508	1	30	30	100.00%
1	HIST 141	T	200608	1	30	30	100.00%
1	HIST 141	T	200708	1	30	31	103.33%
1	HIST 141	T	200808	1	30	30	100.00%
1	HIST 141	W	200901	1	15	16	106.67%
1	HIST 141	T	200908	1	30	28	93.33%
1	HIST 141	W	201001	1	30	19	63.33%
1	HIST 142	T	200301	1	30	21	70.00%
1	HIST 142	T	200401	1	30	25	83.33%
1	HIST 142	T	200501	1	30	29	96.67%
1	HIST 142	T	200601	1	30	29	96.67%
1	HIST 142	T	200701	1	30	28	93.33%
1	HIST 142	T	200801	1	30	19	63.33%
1	HIST 142	T	200901	1	30	18	60.00%
1	HIST 142	T	201001	1	30	17	56.67%
1	HIST 151	W	200208	2	21	18	85.71%
1	HIST 151	T	200301	1	30	29	96.70%
1	HIST 151	W	200301	1	30	28	93.30%
1	HIST 151	T	200308	1	30	24	80.00%
1	HIST 151	W	200308	1	30	17	56.70%
1	HIST 151	T	200401	1	30	27	90.00%
1	HIST 151	W	200401	1	29	23	79.31%
1	HIST 151	T	200408	1	30	17	56.67%
1	HIST 151	W	200408	1	29	28	96.55%
1	HIST 151	W	200501	1	30	27	90.00%
1	HIST 151	T	200508	1	30	26	86.67%
1	HIST 151	W	200508	1	30	17	56.67%
1	HIST 151	W	200601	3	90	67	74.44%
1	HIST 151	W	200608	1	30	16	53.33%
1	HIST 151	T	200701	1	30	21	70.00%
1	HIST 151	W	200701	2	57	43	75.44%
1	HIST 151	T	200708	1	28	15	53.57%
1	HIST 151	W	200708	1	30	19	63.33%
1	HIST 151	T	200801	1	30	15	50.00%
1	HIST 151	W	200801	2	57	46	80.70%
1	HIST 151	T	200808	1	28	15	53.57%
1	HIST 151	W	200808	1	30	16	53.33%
1	HIST 151	T	200901	1	30	8	26.67%

T = Traditional Sections

W = Online Sections

S = Study Unlimited Sections

History 10th Day Course Capacity Data

Campus	Course	Type	Term	Sections	Maxseats	Actualseats	%Filled
1	HIST 151	W	200901	2	57	40	70.18%
1	HIST 151	T	200908	1	30	16	53.33%
1	HIST 151	W	200908	1	30	11	36.67%
1	HIST 151	T	201001	1	30	21	70.00%
1	HIST 151	W	201001	1	30	17	56.67%
1	HIST 190	W	201001	1	28	15	53.57%
1	HIST 200	W	200208	1	1	0	0.00%
1	HIST 200	T	200301	1	30	5	16.70%
1	HIST 231	T	200208	1	30	12	40.00%
1	HIST 231	S	200401	1	5	4	80.00%
1	HIST 232	T	200501	1	2	2	100.00%
1	HIST 251	T	200108	4	120	72	60.00%
1	HIST 251	T	200208	4	120	113	94.17%
1	HIST 251	T	200301	2	60	61	101.70%
1	HIST 251	T	200308	4	120	87	72.50%
1	HIST 251	T	200401	3	90	86	95.56%
1	HIST 251	T	200408	2	60	63	105.00%
1	HIST 251	T	200501	4	115	91	79.13%
1	HIST 251	T	200508	4	120	94	78.33%
1	HIST 251	T	200601	3	90	88	97.78%
1	HIST 251	W	200601	1	15	15	100.00%
1	HIST 251	T	200608	4	120	84	70.00%
1	HIST 251	T	200701	4	114	95	83.33%
1	HIST 251	W	200701	1	15	13	86.67%
1	HIST 251	T	200708	4	116	77	66.38%
1	HIST 251	T	200801	3	84	75	89.29%
1	HIST 251	W	200801	1	15	13	86.67%
1	HIST 251	T	200808	4	116	77	66.38%
1	HIST 251	W	200808	1	1	1	100.00%
1	HIST 251	T	200901	3	84	76	90.48%
1	HIST 251	W	200901	1	21	20	95.24%
1	HIST 251	T	200908	4	120	64	53.33%
1	HIST 251	T	201001	4	96	59	61.46%
1	HIST 251	W	201001	2	58	25	43.10%
1	HIST 252	T	200108	5	150	102	68.00%
1	HIST 252	T	200208	4	120	108	90.00%
1	HIST 252	T	200301	5	150	130	86.70%
1	HIST 252	T	200308	4	120	101	84.17%
1	HIST 252	T	200401	6	180	128	71.11%
1	HIST 252	T	200408	5	150	110	73.33%
1	HIST 252	W	200408	1	15	15	100.00%
1	HIST 252	T	200501	6	180	107	59.44%
1	HIST 252	T	200508	4	120	87	72.50%

T = Traditional Sections

W = Online Sections

S = Study Unlimited Sections

History 10th Day Course Capacity Data

Campus	Course	Type	Term	Sections	Maxseats	Actualseats	%Filled
1	HIST 252	W	200508	1	30	20	66.67%
1	HIST 252	T	200601	4	120	90	75.00%
1	HIST 252	T	200608	4	120	89	74.17%
1	HIST 252	W	200608	1	25	25	100.00%
1	HIST 252	T	200701	4	120	95	79.17%
1	HIST 252	T	200708	4	105	89	84.76%
1	HIST 252	W	200708	1	25	21	84.00%
1	HIST 252	T	200801	6	176	106	60.23%
1	HIST 252	T	200808	4	114	100	87.72%
1	HIST 252	W	200808	1	25	27	108.00%
1	HIST 252	T	200901	5	146	100	68.49%
1	HIST 252	T	200908	3	90	67	74.44%
1	HIST 252	W	200908	1	30	23	76.67%
1	HIST 252	T	201001	5	146	104	71.23%
1	HIST 254	T	200308	1	30	21	70.00%
1	HIST 254	T	200508	1	30	14	46.67%
1	HIST 265	T	200208	1	30	20	66.67%
1	HIST 265	T	200301	1	30	25	83.30%
1	HIST 265	T	200408	1	30	25	83.33%
1	HIST 265	T	200608	1	30	28	93.33%
1	HIST 265	T	200801	1	28	25	89.29%
1	HIST 265	T	200901	1	28	28	100.00%
1	HIST 265	T	201001	1	28	27	96.43%
2	HIST 101	T	200508	2	60	50	83.33%
2	HIST 101	T	200601	1	30	27	90.00%
2	HIST 101	T	200608	1	30	27	90.00%
2	HIST 101	T	200701	1	30	20	66.67%
2	HIST 101	T	200708	1	30	21	70.00%
2	HIST 101	T	200801	2	60	33	55.00%
2	HIST 101	T	200808	1	30	21	70.00%
2	HIST 101	T	200901	1	30	16	53.33%
2	HIST 101	T	200908	1	30	12	40.00%
2	HIST 101	T	201001	1	30	18	60.00%
2	HIST 102	T	200508	1	30	26	86.67%
2	HIST 102	T	200601	2	60	38	63.33%
2	HIST 102	T	200608	1	30	21	70.00%
2	HIST 102	T	200701	2	60	24	40.00%
2	HIST 102	T	200708	1	30	22	73.33%
2	HIST 102	T	200801	1	30	16	53.33%
2	HIST 102	T	200808	1	30	29	96.67%
2	HIST 102	T	200901	2	60	23	38.33%
2	HIST 102	T	200908	1	30	16	53.33%
2	HIST 102	T	201001	2	60	34	56.67%

T = Traditional Sections

W = Online Sections

S = Study Unlimited Sections

History 10th Day Course Capacity Data

Campus	Course	Type	Term	Sections	Maxseats	Actualseats	%Filled
2	HIST 120	T	200308	2	60	54	90.00%
2	HIST 120	T	200408	2	60	39	65.00%
2	HIST 121	T	200108	2	60	33	55.00%
2	HIST 121	T	200208	2	60	62	103.33%
2	HIST 121	T	200308	1	30	30	100.00%
2	HIST 121	T	200401	1	30	30	100.00%
2	HIST 121	T	200408	1	30	25	83.33%
2	HIST 121	T	200501	1	30	26	86.67%
2	HIST 122	T	200301	2	60	58	96.70%
2	HIST 122	T	200401	2	60	34	56.67%
2	HIST 122	T	200501	2	60	53	88.33%
2	HIST 251	T	200108	1	28	29	103.57%
2	HIST 251	T	200208	1	28	29	103.57%
2	HIST 251	T	200308	1	28	25	89.29%
2	HIST 251	T	200408	2	55	43	78.18%
2	HIST 251	T	200508	1	30	24	80.00%
2	HIST 251	T	200608	1	30	18	60.00%
2	HIST 251	T	200701	1	30	16	53.33%
2	HIST 251	T	200708	1	30	11	36.67%
2	HIST 251	T	200801	1	30	16	53.33%
2	HIST 251	T	200808	1	30	10	33.33%
2	HIST 251	T	200901	1	30	29	96.67%
2	HIST 251	T	200908	1	30	30	100.00%
2	HIST 251	T	201001	1	30	28	93.33%
2	HIST 252	T	200301	1	28	28	100.00%
2	HIST 252	T	200401	1	30	34	113.33%
2	HIST 252	T	200501	1	30	25	83.33%
2	HIST 252	T	200508	1	30	23	76.67%
2	HIST 252	T	200601	1	30	29	96.67%
2	HIST 252	T	200608	1	30	12	40.00%
2	HIST 252	T	200701	1	30	31	103.33%
2	HIST 252	T	200708	1	30	19	63.33%
2	HIST 252	T	200801	1	30	19	63.33%
2	HIST 252	T	200808	1	30	20	66.67%
2	HIST 252	T	200901	1	30	25	83.33%
2	HIST 252	T	200908	1	30	31	103.33%
2	HIST 252	T	201001	1	30	25	83.33%
2	HIST 254	T	200108	1	28	8	28.57%
2	HIST 254	T	200208	1	28	11	39.29%
2	HIST 256	T	200501	1	25	9	36.00%

T = Traditional Sections

W = Online Sections

S = Study Unlimited Sections

History Grade Distribution Data

SUBJ	CRSE	Term	# of Sect.	# of A's	# of B's	# of C's	# of D's	# of F's	# of P's	# of W's	# of X's	A,B,C,D,F,P,W & X	A,B,C,D,F & P	Retention Rate	A,B,C & P	Success Rate
HIST	101	200608	3	20	15	17	6	6	0	17	0	81	64	79.01%	52	81.25%
HIST	101	200701	3	35	22	6	5	4	0	11	0	83	72	86.75%	63	87.50%
HIST	101	200708	4	12	15	16	7	20	0	36	0	106	70	66.04%	43	61.43%
HIST	101	200801	4	10	21	20	10	12	0	20	1	94	73	77.66%	51	69.86%
HIST	101	200808	5	7	12	16	10	24	0	45	0	114	69	60.53%	35	50.72%
HIST	101	200901	3	7	15	6	3	10	0	32	0	73	41	56.16%	28	68.29%
HIST	102	200608	3	40	11	15	2	1	0	13	0	82	69	84.15%	66	95.65%
HIST	102	200701	5	37	19	10	7	4	0	16	0	93	77	82.80%	66	85.71%
HIST	102	200708	3	4	17	15	5	11	0	17	0	69	52	75.36%	36	69.23%
HIST	102	200801	4	9	9	11	2	6	0	23	0	60	37	61.67%	29	78.38%
HIST	102	200808	3	3	14	7	6	16	0	20	0	66	46	69.70%	24	52.17%
HIST	102	200901	6	22	17	12	1	7	0	27	0	86	59	68.60%	51	86.44%
HIST	141	200608	1	8	9	7	2	0	0	4	0	30	26	86.67%	24	92.31%
HIST	141	200708	1	3	8	6	1	7	0	5	0	30	25	83.33%	17	68.00%
HIST	141	200808	1	3	8	6	3	3	0	7	0	30	23	76.67%	17	73.91%
HIST	141	200901	1	5	3	1	0	1	0	6	0	16	10	62.50%	9	90.00%
HIST	142	200701	1	2	11	6	2	1	0	4	0	26	22	84.62%	19	86.36%
HIST	142	200801	1	4	9	3	0	0	0	1	0	17	16	94.12%	16	100.00%
HIST	142	200901	1	3	6	2	4	1	0	2	0	18	16	88.89%	11	68.75%
HIST	151	200608	1	4	5	0	0	1	2	3	0	15	12	80.00%	11	91.67%
HIST	151	200701	3	14	20	12	8	0	0	13	0	67	54	80.60%	46	85.19%
HIST	151	200708	2	6	7	3	4	1	0	14	0	35	21	60.00%	16	76.19%
HIST	151	200801	3	15	13	11	4	4	0	18	0	65	47	72.31%	39	82.98%
HIST	151	200808	2	6	5	2	1	8	0	9	0	31	22	70.97%	13	59.09%
HIST	151	200901	3	7	17	5	6	10	0	24	0	69	45	65.22%	29	64.44%
HIST	200	200801	1	0	1	0	0	0	0	0	0	1	1	100.00%	1	100.00%
HIST	251	200608	5	25	25	26	1	3	0	22	0	102	80	78.43%	76	95.00%
HIST	251	200701	6	25	32	23	7	9	0	30	0	126	96	76.19%	80	83.33%

History Grade Distribution Data

SUBJ	CRSE	Term	# of Sect.	# of A's	# of B's	# of C's	# of D's	# of F's	# of P's	# of W's	# of X's	A,B,C,D,F,P,W & X	A,B,C,D,F & P	Retention Rate	A,B,C & P	Success Rate
HIST	251	200708	5	33	17	8	3	1	0	27	0	89	62	69.66%	58	93.55%
HIST	251	200801	6	25	33	24	5	4	0	28	0	119	91	76.47%	82	90.11%
HIST	251	200808	6	22	21	15	3	10	0	18	0	89	71	79.78%	58	81.69%
HIST	251	200901	5	33	24	16	12	8	0	33	0	126	93	73.81%	73	78.49%
HIST	252	200608	6	23	27	24	12	7	0	34	0	127	93	73.23%	74	79.57%
HIST	252	200701	5	19	32	38	2	4	0	24	0	119	95	79.83%	89	93.68%
HIST	252	200708	7	12	28	26	7	11	0	45	0	129	84	65.12%	66	78.57%
HIST	252	200801	7	19	31	32	11	6	0	31	0	130	99	76.15%	82	82.83%
HIST	252	200808	6	18	29	34	11	22	0	32	0	146	114	78.08%	81	71.05%
HIST	252	200901	6	32	44	18	12	4	0	15	0	125	110	88.00%	94	85.45%
HIST	254	200608	1	1	0	0	0	0	0	0	0	1	1	100.00%	1	100.00%
HIST	265	200608	1	19	5	0	1	0	0	4	0	29	25	86.21%	24	96.00%
HIST	265	200801	1	9	8	3	0	0	0	4	0	24	20	83.33%	20	100.00%
HIST	265	200901	1	15	8	2	0	3	0	0	0	28	28	100.00%	25	89.29%

Prefix	Number	Course Master File.Title	PCS	CIP	PreK2000	Curriculum Prefix	Curriculum Number	Curriculum Master File.Title	Curriculum Master File.Status
GOV	258	SELECTED STUDIES IN POLI SCI	11	459997		0927	1045	ASSOCIATE IN ARTS	A
HIST	101	WESTERN CIVILIZATION I	11	540101	450801	0927	1045	ASSOCIATE IN ARTS	A
HIST	102	WESTERN CIVILIZATION II	11	540101	450801	0927	1045	ASSOCIATE IN ARTS	A
HIST	120	FOUNDATION OF WESTERN CULTURE	11	450801		0927	1045	ASSOCIATE IN ARTS	A
HIST	121	EMERGENCE OF WESTERN CULTURE	11	450801		0927	1045	ASSOCIATE IN ARTS	A
HIST	122	EXPANSION OF WESTERN CULTURE	11	450801		0927	1045	ASSOCIATE IN ARTS	A
HIST	141	HISTORY OF ASIA I	11	540106	450801	0927	1045	ASSOCIATE IN ARTS	A
HIST	142	HISTORY OF ASIA II	11	540106	450801	0927	1045	ASSOCIATE IN ARTS	A
HIST	151	HISTORY MIDDLE EAST SINCE 1700	11	540106	450801	0927	1045	ASSOCIATE IN ARTS	A
HIST	181	HIST LATIN AMERICN CIV TO 1825	11	549996	450801	0927	1045	ASSOCIATE IN ARTS	A
HIST	182	HIST LATIN AMER CIV SINCE 1825	11	549996	450801	0927	1045	ASSOCIATE IN ARTS	A
HIST	190	A HISTORY OF AMERICAN LABOR	11	521002	521002	0927	1045	ASSOCIATE IN ARTS	A
HIST	200	AFRICAN-AMERICAN HISTORY	11	549996	450801	0927	1045	ASSOCIATE IN ARTS	A
HIST	203	MEXICAN-AMERICAN HISTORY	11	549996	450801	0927	1045	ASSOCIATE IN ARTS	A
HIST	205	TOPICS IN HISTORY	11	459997		0927	1045	ASSOCIATE IN ARTS	A
HIST	205	TOPICS IN HISTORY	11	459997	459997	0927	1045	ASSOCIATE IN ARTS	A
HIST	205	TOPICS IN HISTORY	11	459997		0927	1045	ASSOCIATE IN ARTS	A
HIST	210	DIR STUDY IN HISTORY	11	459997	459997	0927	1045	ASSOCIATE IN ARTS	A
HIST	231	HISTORY OF ENGLAND TO 1688	11	540101	450801	0927	1045	ASSOCIATE IN ARTS	A
HIST	232	HISTORY OF ENGLAND SINCE 1688	11	540101	450801	0927	1045	ASSOCIATE IN ARTS	A
HIST	251	HISTORY OF US TO 1865	11	540102	450801	0927	1045	ASSOCIATE IN ARTS	A
HIST	252	HISTORY OF US SINCE 1865	11	540102	450801	0927	1045	ASSOCIATE IN ARTS	A
HIST	253	AMERICAN REVOLUTION	11	540102	450801	0927	1045	ASSOCIATE IN ARTS	A
HIST	254	AMERICAN CIVIL WAR	11	540102	450801	0927	1045	ASSOCIATE IN ARTS	A
HIST	255	HISTORY OF ILLINOIS	11	549996	450801	0927	1045	ASSOCIATE IN ARTS	A
HIST	256	AMERICAN WESTWARD EXPANSION	11	540102	450801	0927	1045	ASSOCIATE IN ARTS	A
HIST	261	HISTORY OF EUROPE TO 1815	11	450801		0927	1045	ASSOCIATE IN ARTS	A
HIST	262	HISTORY OF EUROPE SINCE 1815	11	450801		0927	1045	ASSOCIATE IN ARTS	A
HIST	265	WORLD WAR II	11	540106	450801	0927	1045	ASSOCIATE IN ARTS	A
IS	205	TOPICS IN INTERNATNL STUDIES	11	459997	459997	0927	1045	ASSOCIATE IN ARTS	A
IS	220	GLOBAL ISSUES	11	459997	459997	0927	1045	ASSOCIATE IN ARTS	A
POLS	258	SELECTED STUDIES IN POLI SCI	11	459997	459997	0927	1045	ASSOCIATE IN ARTS	A
PSYC	295	SPECIAL TOPICS IN PSYCHOLOGY	11	459997	459997	0927	1045	ASSOCIATE IN ARTS	A
SOC	290	STUDIES IN SOCIOLOGY	11	459997	459997	0927	1045	ASSOCIATE IN ARTS	A

Course Master File.Status	Begin Date	End Date	Fund Level
W	8/25/1991	6/1/2004	1
A	8/1/2005		1
A	8/1/2005		1
W	8/25/1991	1/1/2008	1
W	8/25/1991	1/1/2008	1
W	8/25/1991	1/1/2008	1
A	8/25/1991		1
A	8/25/1991		1
A	6/1/1991		1
A	8/25/1991		1
A	8/25/1991		1
A	8/15/2007		1
A	8/25/1991		1
A	8/25/1991		1
W	8/25/1991	6/1/2004	1
W	6/1/2004	6/1/2008	1
A	6/1/2008		1
A	8/25/1991		1
A	8/25/1991		1
A	8/25/1991		1
A	8/25/1991		1
A	8/25/1991		1
A	8/25/1991		1
A	8/25/1991		1
A	8/25/1991		1
A	8/25/1991		1
A	8/25/1991		1
A	8/25/1991		1
W	8/25/1991	7/30/2003	1
W	8/25/1991	7/30/2003	1
A	8/25/1991		1
A	8/1/1994		1
A	1/1/1998		1
A	6/1/2004		1
A	6/30/1992		1
A	8/25/1991		1

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

ACADEMIC DISCIPLINES

College Name: Black Hawk College 5-digit College Number: 50301 Date: FY2010
 CIP Code Category and Number: History (11: 450801, 521002, 540101, 540106, 5499996)

CREDIT HOUR GENERATION (Based on the CIP Codes listed above)

PCS-11	FY2003	FY2004	FY2005	FY2006	FY2007	FY2008	FY2009
Credit Hours	3,048	3,339	3,081	3,090	3,267	3,177	3,375
% Change	--	9.55%	-7.73%	0.29%	5.73%	-2.75%	6.23%

Source: Unit Cost Analysis in the ICCB's Unit Cost Report. Data is summarized from BHC's Unit Cost Report.

UNIT COST ANALYSIS (Cost to provide one credit hour instruction to one student)

PCS-11	FY2003	FY2004	FY2005	FY2006	FY2007	FY2008	FY2009
Departmental	172.67	173.57	172.05	176.08	182.18	192.21	224.74
Peer Group	161.55	161.64	156.84	161.08	168.80	172.09	171.59
State Average	167.74	170.65	171.16	180.60	187.68	185.52	N/A

Source: Unit Cost Analysis in the ICCB's Unit Cost Report. Data is summarized from BHC's Unit Cost Report.

REVENUE-TO-COST RATIO (Based on Curriculum Review analysis)

History courses are offered in the History/Government department (1115). That department's revenue-to-cost ratios are listed below.

	FY2003	FY2004	FY2005	FY2006	FY2007	FY2008	FY2009
Revenue-to-Cost Ratio: QC	2.21	2.41	1.95	1.86	2.06	1.86	1.92
Revenue-to-Cost Ratio: East	1.33	2.73	2.03	2.08	1.83	1.93	1.91

Source: Curriculum Review Data Sheets via unit cost data for History/Government (1115)

History PhDs Grow in Number and Diversity in 2007–08

By Robert B. Townsend

The number of new history PhDs rose 3.1 percent—from 940 in 2006–07 to 969 in 2007–08. The increase was due in part to a growing number of women and minority students receiving degrees, as their representation reached unprecedented levels.

The growth in new history PhDs was double the increase among all disciplines over the same span, where the number of new PhDs increased 1.4 percent. Despite the increase over the average for all fields, history only accounts for 2 percent of the PhDs conferred last year, modestly below its representation over the past decade, which averaged 2.3 percent.

The information in this study was gathered by the National Science Foundation for a variety of federal agencies.¹ Some of the demographic information has been on hold for the past two years due to privacy concerns among some smaller fields. As a result, some of this analysis will cover two years of data, for the academic years 2006–07 and 2007–08.

Historic Levels of Diversity

Demographically, the new 2007–08 cohort of history PhDs was the most diverse on record (Figure 1). Women comprised 42.2 percent of the new cohort of PhDs, up from 41 percent the year before. Although the change was relatively modest, this was the largest representation of women among a new cohort of history PhDs ever reported in these studies.

On the other hand, this historic high for women PhDs in the history field does not seem quite so significant when compared to new women PhDs in all fields—46.1 percent—and even less so when compared with the proportion of women among new humanities PhDs—52.2 percent.

The proportion of racial and ethnic minorities among the new history degree recipients increased sharply in the two new years of available data—growing from 14.1 percent of the new PhDs in 2005–06 to 18.6 percent of the new history doctorates in 2007–08.

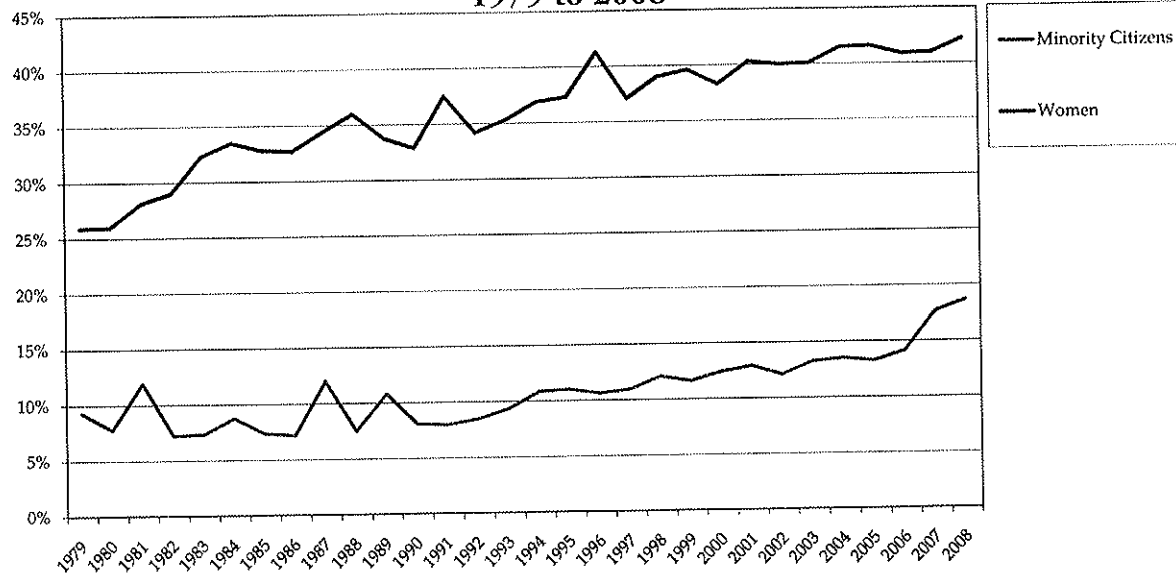
A significant amount of the change comes from the inclusion of a “Multi-race” category, which accounted for 2.5 percent of the new history PhDs.

Among the new cohort, African Americans comprised 6.6 percent, Asian Americans 3.6 percent, Hispanics 5.4 percent, and Native Americans 0.5 percent of the new doctorate recipients in the field.

There are wide variations in representation of minorities among the particular field specializations in history, ranging from as high as 50 percent of the new doctorate recipients in Latin American history to as low as 5 percent of the new PhD recipients in the history of the Middle East. Among the American history doctorates, 17.7 percent of the new degree recipients identified as a member of a racial or ethnic minority, as compared to 10.4 percent of the European history recipients.

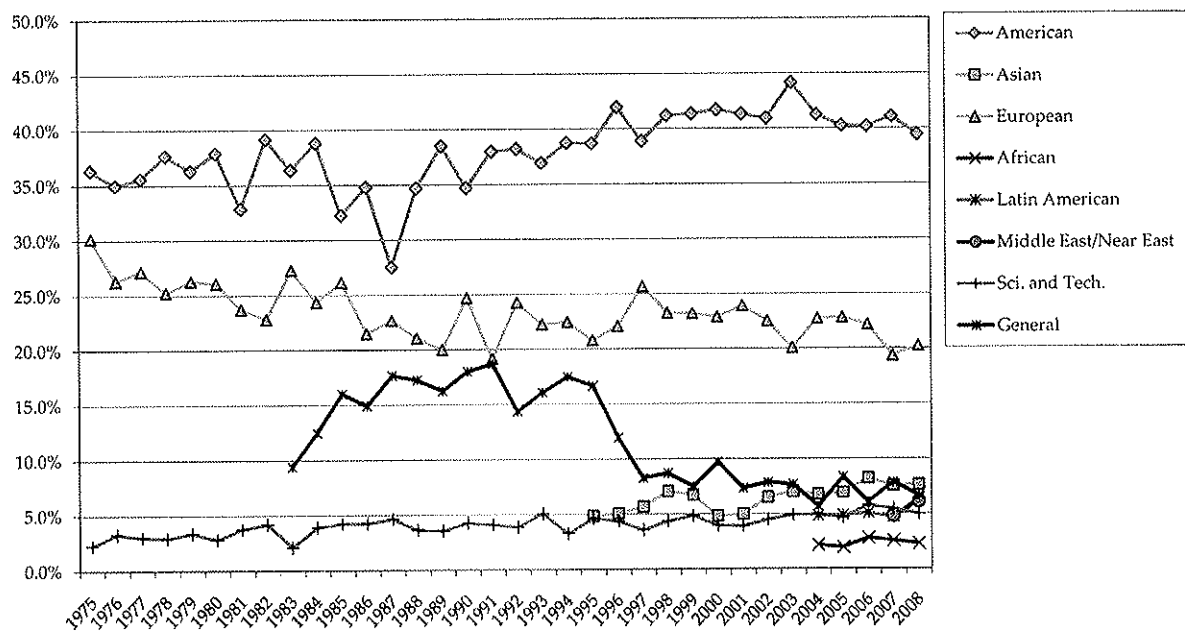
The differences among the fields are at least partially driven by identification with particular fields. Thirty-six percent of the degree

Figure 1: Proportion of Women and Minorities among Students Receiving History PhDs, 1979 to 2008



Source: Data from the annual Doctorate Recipients from United States Universities: Summary Report. “Minority citizens” include all U.S. citizens and non-U.S. citizens with permanent visas who indicated their racial or ethnic origins were American Indian, Asian, Black, Hispanic, or Multi-Race. Women include all history PhDs (citizen and non-citizen).

Figure 2: Reported Field Specializations of New History PhDs, 1988 to 2008



Source: The annual Doctorate Recipients from United States Universities: Summary Report. For clarity, PhDs in "Other" History not shown. Data for 2008 available at: www.nsf.gov/statistics/nsf10309/content.cfm?pub_id=3996&id=8.

recipients in Latin American history were Hispanic, for instance, and 35.9 percent of the new Asian history recipients were Asian Americans.

Other Characteristics of the New Cohort

The new PhD cohort spent 9.4 years in graduate study in history—slightly above the average of 9 years among all humanities disciplines, and well above the average of 7.7 years among all fields. Note that this average includes all graduate level studies, not just the time spent in the doctoral studies. This has been essentially unchanged over the past decade.

One of the other useful points of information is the amount of debt accumulated in the course of studies. While the report does not specifically report on history, the new cohort of humanities PhDs reported an average of \$17,107 in debt as a result of their graduate studies—a useful reminder that the costs of study are measured in more than just time.

Among all humanities disciplines, 90.4 percent of the new degree recipients either planned or had employment in colleges or universities. In contrast, just 83 percent of the new cohort of history PhDs planned to seek employment in academia. Given the wider range of opportunities for historians in the wider job market outside academia, the discipline has

long had a much lower number than average seeking employment in higher education.

Even though, as we note in the jobs report (on pages 5–9), the balance between advertised positions and PhDs looked fairly good over the past few years, the report indicates that the proportion of new PhDs reporting employment when they earned the degree has fallen substantially in recent years. Just 47.5 percent of the new PhDs had definite employment in 2008, which was down significantly from the recent high of 56.7 percent in 2005.

This variation can be due to changes in hiring patterns—in some employment cycles search committees prefer to hire students who already hold the degree. But it is deeply worrisome that the trend started even before the recent reduction in job openings.

Trends in Field Specializations

The study found relatively little change in the trends among the different subfields of history (see Figure 2). The study has (finally) added the field of Middle East and Near Eastern studies under history for the first time, and thus provides useful data about a significant and growing field in the discipline. Middle and Near East specialists comprised 6.1 percent of the new PhD recipients in history.

American history continues to dominate the number of new PhDs conferred, but the proportion of American history specialists receiving degrees fell below 40 percent for the first time in a decade. Only 39.4 percent of the history doctorates were in American history, as the real number of new American history PhDs conferred fell from 386 to 382.

The proportion of European history specialists increased slightly, from 19.4 percent of the new PhD cohort to 20.2 percent. In real terms, their numbers increased from 182 to 196 new doctorates conferred.

The largest growth was in the field of Latin American history, which increased by 40 percent, from 44 degrees in academic year 2006–07 to 62. Doctorates in the field jumped to 6.7 percent of all history degrees.

African and Asian history remained essentially unchanged from the year before, accounting for 7.6 and 2.3 percent of the new history PhDs respectively.

Robert Townsend is the AHA's assistant director for research and publications.

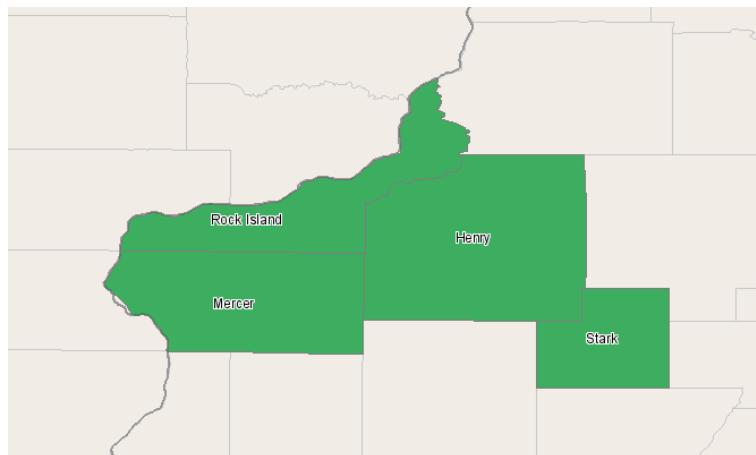
Notes

1. National Science Foundation, Division of Science Resources Statistics. 2009, *Doctorate Recipients from U.S. Universities: Summary Report 2007–08*. Special Report NSF 10-309. Arlington, VA. Available online at www.nsf.gov/statistics/nsf10309/.

Black Hawk College

6600 34th Avenue
Moline, Illinois 61265
309.852.5671

Occupation Report



Region Info

Region: Black Hawk College

Description: The four largest counties in Black Hawk College's District

County Areas: Henry, Illinois (17073), Mercer, Illinois (17131), Rock Island, Illinois (17161), Stark, Illinois (17175)

Executive Summary

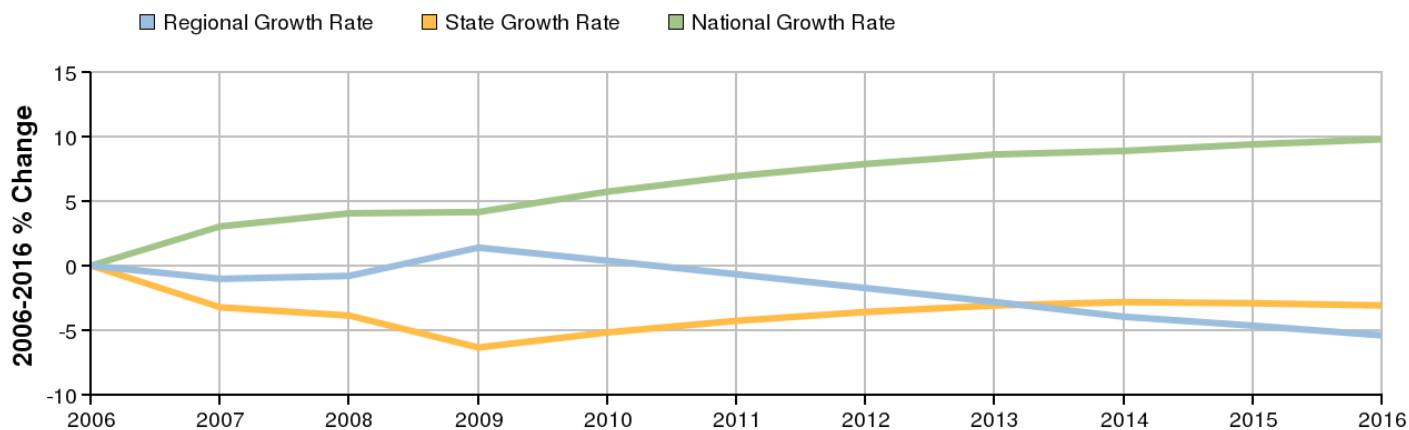
Selected Occupations	Education Level
Historians (SOC 19-3093)	Master's degree

Basic Information	
2006 Occupational Jobs	10
2016 Occupational Jobs	9
Total Change	-1
Total % Change	-10.31%
Current Median Hourly Earnings	\$20.00

Economic Indicators	
2006 Location Quotient	2.50
2016 Location Quotient	2.22
Shift Share: Regional Competitiveness Effect	-1
Shift Share: Occupational Mix Effect	0
Shift Share: National Effect	1

Source: EMSI Complete Employment - 4th Quarter 2009

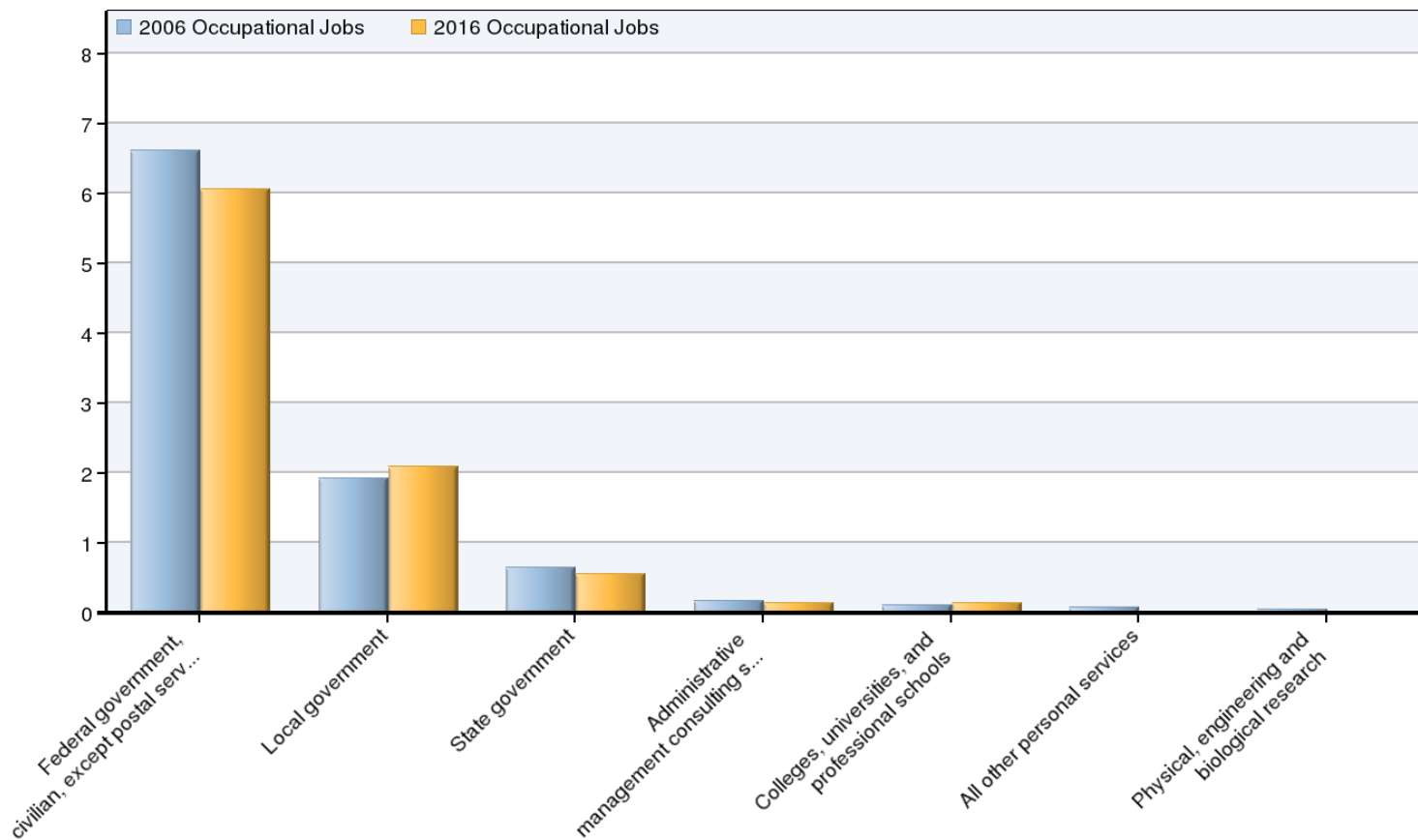
Occupational Change Summary



Region	2006 Jobs	2016 Jobs	Change	% Change	Current Median Hourly Earnings
Regional Total	<10	<10	--	--	--
State Total	275	266	-9	-3%	\$19.92
National Total	5,492	6,029	537	10%	\$24.62

Source: EMSI Complete Employment - 4th Quarter 2009

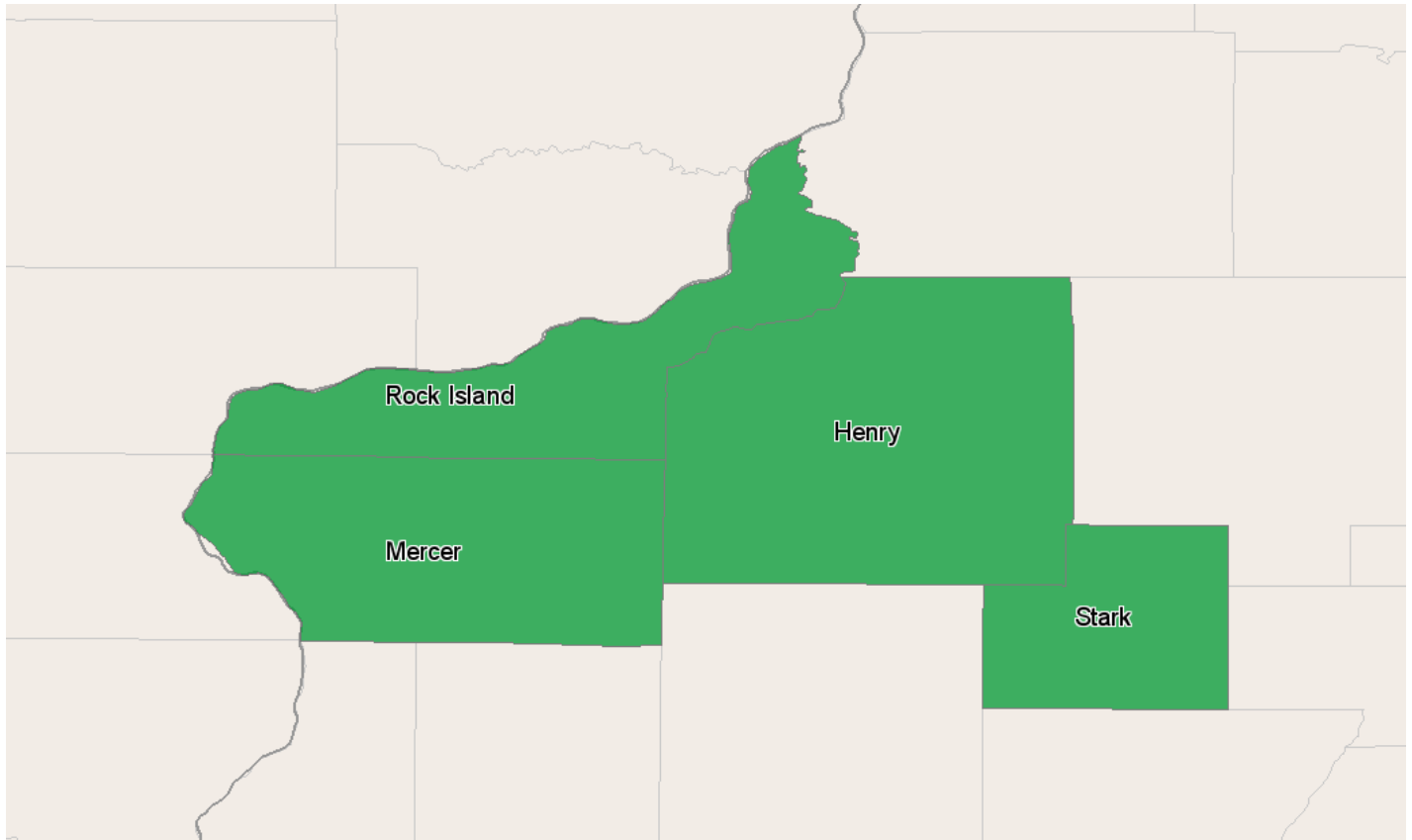
Top Industries for Selected Occupation



NAICS Code	Name	2006 Jobs	2016 Jobs	Change	% Change
911000	Federal government, civilian, except postal service	<10	<10	--	--
930000	Local government	<10	<10	--	--
920000	State government	<10	<10	--	--
541611	Administrative management consulting services	0	0	0	0%
611310	Colleges, universities, and professional schools	0	0	0	0%
812990	All other personal services	0	0	0	0%
541710	Physical, engineering and biological research	0	0	0	0%

Source: EMSI Complete Employment - 4th Quarter 2009

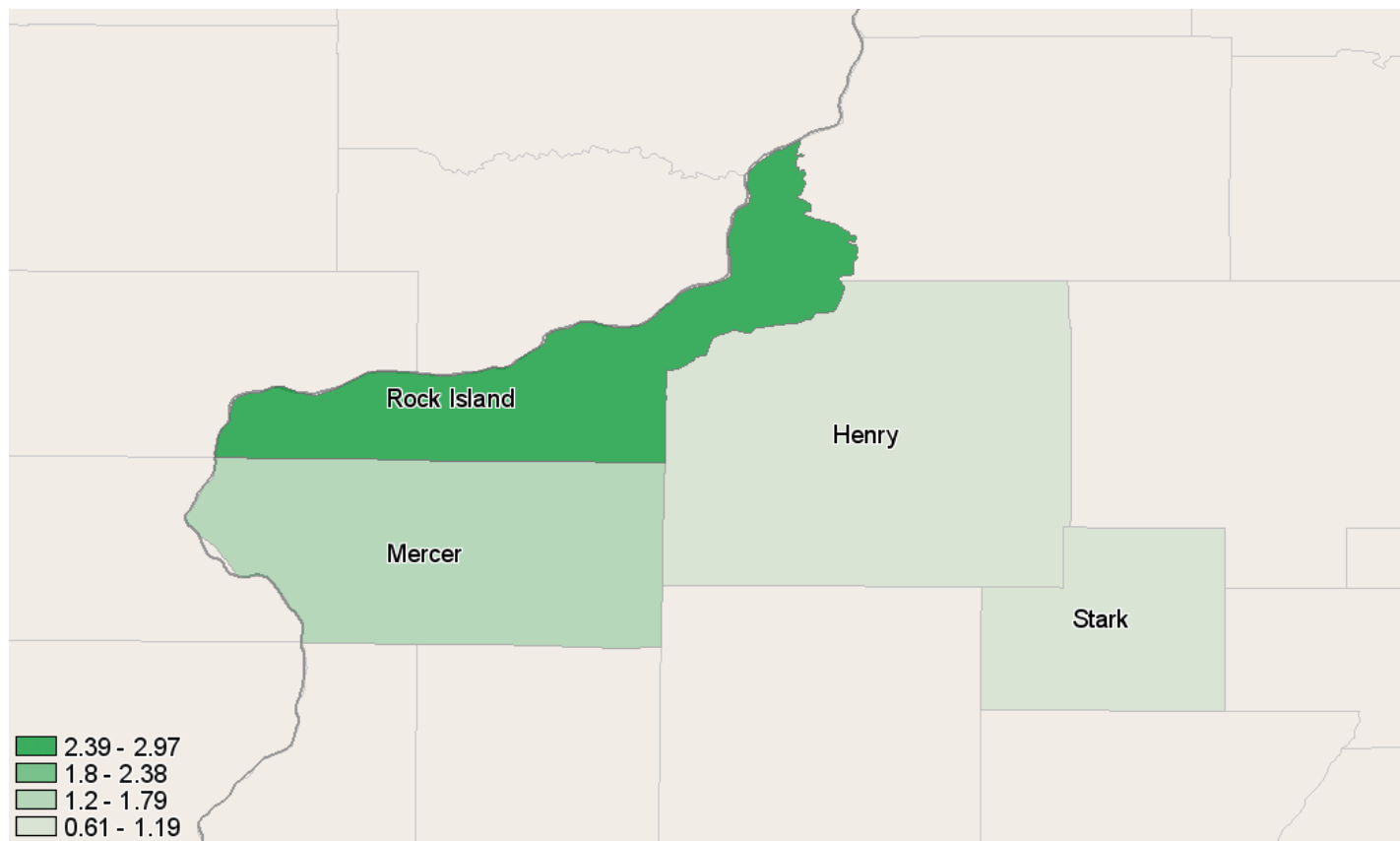
Occupation Distribution



County	2006 Jobs
Rock Island, IL (17161)	<10
Henry, IL (17073)	<10
Mercer, IL (17131)	<10
Stark, IL (17175)	<10

Source: EMSI Complete Employment - 4th Quarter 2009

Occupation Concentration



County	2006 Location Quotient
Rock Island, IL (17161)	2.95
Mercer, IL (17131)	1.42
Henry, IL (17073)	1.06
Stark, IL (17175)	0.61

Source: EMSI Complete Employment - 4th Quarter 2009

Data Sources and Calculations

Industry Data

In order to capture a complete picture of industry employment, EMSI basically combines covered employment data from Quarterly Census of Employment and Wages (QCEW) produced by the Department of Labor with total employment data in Regional Economic Information System (REIS) published by the Bureau of Economic Analysis (BEA), augmented with County Business Patterns (CBP) and Nonemployer Statistics (NES) published by the U.S. Census Bureau. Projections are based on the latest available EMSI industry data, 15-year past local trends in each industry, growth rates in statewide and (where available) sub-state area industry projections published by individual state agencies, and (in part) growth rates in national projections from the Bureau of Labor Statistics.

Occupation Data

Organizing regional employment information by occupation provides a workforce-oriented view of the regional economy. EMSI's occupation data are based on EMSI's industry data and regional staffing patterns taken from the Occupational Employment Statistics program (U.S. Bureau of Labor Statistics). Wage information is partially derived from the American Community Survey. The occupation-to-program (SOC-to-CIP) crosswalk is based on one from the U.S. Department of Education, with customizations by EMSI.

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

State Data Sources

This report uses state data from the following agencies: Illinois Department of Employment Security, Employment Projections.

OR 100	Intro to College	1
Life Sciences Elective		3-4
CS 100	Introduction to Computer Science	3

SECOND SEMESTER SUGGESTED COURSES

ENG 102	Composition II	3
HEAL 102	Living in a Changing World	2
SPEC 101	Principles of Speech	3
Mathematics Elective		3
Humanities Elective		3
HPE 217	Current Issues in Sports	3

THIRD SEMESTER SUGGESTED COURSES

Physical Sciences Elective		3-4
HPE 270	Internship: Sports Management	3
Humanities/Fine Arts Elective		3
ECON 221	Principles of Macro Economics	3

FOURTH SEMESTER SUGGESTED COURSES

Elective		3
Elective		3
ECON 222	Principles of Micro Economics	3
BL 201	Business Law I OR	3
BL 202	Business Law II	3
Non Western Studies		3

Minimum total hours required for degree 64

History

Associate in Arts Code 1010

Contact Persons: QC Campus, Mark Esposito, Ext. 5427, Rm. 1-463, Jay Pearce, Ext. 5412, Rm. 1-451, and James Larrabee, Ext. 5634, Rm. 1-465; East Campus, Wendy Bock, Ext. 1711, Rm. A-247.

Students planning to major in history at a four-year institution should follow the Black Hawk College Associate in Arts curriculum. The completion of the course of study outlined will satisfy graduation requirements of Black Hawk College. Since universities may require specific courses for a history major, students should contact an advisor on the history/political science faculty.

This program provides a broad perspective on the human condition and skills essential to any educated person. Students will study the growth and development, triumphs and tribulations of the human race over the last five thousand years. Students may specialize in American or European history. Whichever choice is made, students should emerge from the program with a much better understanding of how earlier generations created and shaped the civilizations and societies in which we live today. Students who complete this program will have a solid foundation upon which to build a history major at a four-year school.

All history courses at Black Hawk College have significant reading and writing components. Successful completion

of these courses requires students to demonstrate college-level abilities in these skill areas.

Students who complete a degree in history may be employed as teachers, college professors, museum workers, archivists, public officials, government employees, corporation executives, etc.

American History

FIRST SEMESTER SUGGESTED COURSES Hours

ENG 101	Composition I	3
POLS 191	Introduction to Political Science	3
HIST 101	Western Civilization I	3
Physical Science		3-4
SPEC 101	Principles of Speech Communications	3

SECOND SEMESTER SUGGESTED COURSES

ENG 102	Composition II	3
HIST 102	Western Civilization II	3
Fine Arts		3
Life Science		3-4
Elective		3

THIRD SEMESTER SUGGESTED COURSES

POLS 251	American National Government	3
HIST 251	History of the United States to 1865	3
Mathematics		3
① Non Western Studies		3
Electives		6-7

FOURTH SEMESTER SUGGESTED COURSES

POLS 252	State and Local Government	3
HIST 252	History of the United States Since 1865	3
Mathematics or Computer Science		3
SOC 101	Principles of Sociology	3
Electives		4

Minimum total hours required for degree 64

① Recommended: POLS 262, POLS 271, HIST 141, HIST 142, HIST 151, or HIST 222

World History

FIRST SEMESTER SUGGESTED COURSES Credit Hours

ENG 101	Composition I	3
POLS 191	Introduction to Political Science	3
HIST 101	Western Civilization I	3
Physical Science		3-4
SPEC 101	Principles of Speech Communications	3

SECOND SEMESTER SUGGESTED COURSES

ENG 102	Composition II	3
HIST 102	Western Civilization II	3
① Fine Arts		3
Life Science		3-4
② Social and Behavioral Science		3

THIRD SEMESTER SUGGESTED COURSES

HIST 141	History of Asia I	3
Mathematics		3

② Social and Behavioral Science	3
③ Electives	7-8

FOURTH SEMESTER SUGGESTED COURSES

HIST 251 History of the United States to 1865 OR	3
HIST 252 History of the United States Since 1865	
Mathematics or Computer Science	3
HIST 142 History of Asia II	3
POLS 262 Intro to Comparative Gov.: Non-European Electives	3 4

Minimum total hours required for degree	64
① Suggested: ART 100, 282	
② Suggested: ARCH 203; POLS 251, 261	
③ Suggested: PHIL 101 or 103	

Horticulture Transfer

Associate in Science Code 1539
Contact Persons: East Campus, Jeff Hawes, Ext. 1835, Rm. A-216, or Andrew Larson, Ext. 1830, Rm. B-213, or Angela Heckman, Ext. 1724, Rm. A-202B

Students interested in pursuing a baccalaureate program with a major in horticulture have the opportunity to enroll in the Horticulture Transfer program at Black Hawk College East Campus. This program enables students to complete the first two years of a bachelor's degree in horticulture including the general education requirements. The Horticulture Transfer program is part of the nationally recognized agriculture programs at Black Hawk College East Campus.

All Black Hawk College transfer courses have been articulated with the four Illinois universities that offer degrees in agriculture including Illinois State, Southern Illinois University at Carbondale, University of Illinois at Champaign-Urbana, and Western Illinois University. These articulation agreements allow students completing an Associate's degree to easily transfer to these four-year institutions. Many graduates who complete agriculture related degrees at the East Campus have also successfully transferred to universities throughout the nation such as Purdue, Iowa State, Michigan State, Oklahoma State, Colorado State, and Texas A & M.

Students should work closely with an academic advisor to plan a two-year program designed to meet degree requirements or contact the transfer institution.

	Credit Hours
FIRST SEMESTER SUGGESTED COURSES	
AG 100 Introduction to Agriculture	1
ENG 101 Composition I	3
HORT 284 Introduction to Horticulture Science	3
Humanities OR Fine Arts Elective	3
③ Life Science Elective	4
Social & Behavioral Science Elective	3
SECOND SEMESTER SUGGESTED COURSES	
ENG 102 Composition II	3
SPEC 101 Principles of Speech Communications	3
③ Life Science Elective	4

Mathematics Elective	3
① HORT/AG Elective	2

THIRD SEMESTER SUGGESTED COURSES

Humanities OR Fine Arts Elective	3
Mathematics OR Computer Science Elective	3
② Physical Science Elective	4
Non-Western Studies Elective	3
① HORT/AG Elective	3

FOURTH SEMESTER SUGGESTED COURSES

Humanities OR Fine Arts Elective	3
② Physical Science Elective	4
Social & Behavioral Science Elective	3
Social & Behavioral Science Elective	3
① HORT/AG Elective	3

Minimum total hours required for degree	64
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- ① Suggested HORT/AG electives include: HORT 191, HORT 193, HORT 198, AG 281, AG 282, AG 283, AG 289.
- ② Suggested Physical Science electives include: CHEM 101, CHEM 102.
- ③ Suggested Life Science electives include: BIOL 108, BIOL 211

Journalism

Associate in Arts Code 1011
Contact Persons: Dorothy Beck, Ext. 5426. 1-459, e-mail beckd@bhcc.edu ; East Campus, Wendy Bock, Ext. 1711, Rm. A-247

Students planning to major in journalism at a four-year institution should follow the Black Hawk College Associate in Arts curriculum. The completion of the course of study outlined will satisfy graduation requirements of Black Hawk College. Since universities may require specific courses for a Journalism major, students should consult with the Counseling Office at Black Hawk College for additional information.

Students in this curriculum will become proficient in general writing skills as well as learn the specific techniques used in journalistic writing such as interviewing, and sports, editorial and feature writing. Students who work on the College newspaper will focus upon the College community. Courses covering journalism-related fields such as photography, and layout are also available.

Journalism graduates may consider a wide range of careers in the media field, such as newspaper reporting, magazine writing, photo-journalism, and radio and television broadcasting, as well as the related areas of criticism and public relations.

	Credit Hours
FIRST SEMESTER SUGGESTED COURSES	
ART 200 Art Problems (Desktop Publishing)	1
ENG 101 Composition I	3
Fine Arts	3
JOUR 222 Beginning Reporting	3
Social and Behavioral Science	3

German

Associate in Arts Code 1007

Contact Persons: QC Campus, Dorothy Beck, Ext. 5426, 1-453, e-mail beckd@bhc.edu; East Campus, Wendy Bock, Ext. 1711, Rm. A-247

Students planning to major in German at a four-year institution should follow the Black Hawk College Associate in Arts Curriculum. The completion of the course of study outlined will satisfy graduation requirements of Black Hawk College. Since four-year institutions may require specific courses for a German major, students should consult with the Counseling Office at Black Hawk College for additional information.

Students taking German learn to read, speak, write, and listen in the German language. Conversations and texts cover a great variety of everyday situations and different cultural aspects. German study includes the use of a basic text, a workbook, a reader, a laboratory manual and computer assisted instruction. Speaking and listening skills are developed through practice in class and with audio and video tapes and software.

Language training can give a student a mastery of English grammar and an understanding of another culture, as well as meet a requirement of many bachelor's degree and advance degree programs. (German is required in many math and science graduate degree programs.)

Students who learn a second language and combine it with a major or minor in a field with employment prospects will find themselves very competitive in the job market.

German is the language of Austria, Liechtenstein, Germany, and the largest part of Switzerland, and is the most taught second language among Europeans. Understanding German can open vast treasures of literature, history, philosophy, music, art and other areas of a large and varied culture.

	Credit Hours
FIRST SEMESTER SUGGESTED COURSES	
ENG 101 Composition I	3
Any foreign language other than German	4-5
GERM 101 Elementary German I	4
Mathematics	3
Social and Behavioral Science	3

SECOND SEMESTER SUGGESTED COURSES	
ENG 102 Composition II	3
Any foreign language other than German	4-5
GERM 102 Elementary German II	4
Life Science	3
SPEC 101 Principles of Speech Communications	3

THIRD SEMESTER SUGGESTED COURSES	
GERM 201 Intermediate German I	4

Humanities	3
Mathematics or Computer Science	3
Non-Western Studies	3
Social and Behavioral Sciences	3

FOURTH SEMESTER SUGGESTED COURSES

Fine Arts	3
GERM 202 Intermediate German II	4
Physical Science	4
Social and Behavioral Sciences	3

Minimum total hours required for degree 64

Health, Physical Education, Recreation, and Sport Management

Associate in Arts Code 1009 and 1039

Contact Persons: QC Campus, Nelson Lay, Ext. 5386, Rm. 3-352, and Helene Washington, Ext. 5610, Rm. 3-354; East Campus, Wendy Bock, Ext. 1711, Rm. A-247

Students planning to major in health education, physical education or recreation at a four-year institution should follow the Black Hawk College Associate in Arts curriculum. The completion of the course of study outlined will satisfy graduation requirements of Black Hawk College. Since universities may require specific courses for a health, physical education or recreation major, students should identify the school of transfer as soon as possible and follow that curriculum.

Although there are employment opportunities for associate degree graduates, these curricula are primarily intended for those who wish to transfer to a four-year school to complete a bachelor's degree in health, physical education, recreation, or a closely related area. Associate in Arts degree graduates can find entry level employment opportunities in the areas of recreation or sports/fitness club organizations.

Opportunities for bachelor's degree graduates may include physical education, health education, coaching, recreation, sports medicine, athletic training, physical therapy, sports journalism, sporting goods manufacturing and sales, facility management, and other related occupations.

It is essential for the student to work closely with a departmental academic advisor to select courses which will apply to a specific program at the chosen four-year school.

Physical Education

Credit

FIRST SEMESTER SUGGESTED COURSES		Hours
BIOL 101	General Human Biology OR	
BIOL 105	General Biology I	4
ENG 101	Composition I	3
HEAL 102	Living In A Changing World	2
HPE 212	Introduction to Physical Education	2
●HPE Electives (from courses numbered 125-199)		2
PSYC 101	Introduction to Psychology	3

SECOND SEMESTER SUGGESTED COURSES		
ENG 102	Composition II	3
POLS 251	American National Government OR	3
HIST 251	History of the United States to 1865 OR	
HIST 252	History of the United States after 1865	
HPE 200	First Aid	3
●HPE Electives (From courses numbered 125-199)		2
Humanities or Fine Arts		3
SPEC 101	Principles of Speech Communications	3

THIRD SEMESTER SUGGESTED COURSES		
Fine Arts		3
Humanities		3
Mathematics		3
Physical Science		3
●PSYC 290	Educational Psychology OR	3
PSYC 200	Human Growth and Development	

FOURTH SEMESTER SUGGESTED COURSES		
CS 100	Introduction to Computers	3
●EDUC 235	Clinical Observation in Education	2
●HPE 260	Physical Education, Grades 1-6 OR	1-4
HPE 230	Intramural Management	
Non-Western Studies		3
Elective (Social Science elective if Psych 290 is taken)		3

Minimum total hours required for degree 64

●Pre-teaching majors only. (See school of transfer and Pre-Teaching curriculum.)

Recreation

FIRST SEMESTER SUGGESTED COURSES		Credit Hours
ENG 101	Composition I	3
HEAL 102	Living In A Changing World	2
HPE 125 199	Electives	1
Physical Science		4
PSYC 101	Introduction to Psychology	3
SOC 101	Principles of Sociology	3

SECOND SEMESTER SUGGESTED COURSES		
ENG 102	Composition II	3
HPE 200	First Aid	3
HPE 211	Introduction to Community Recreation	3
Humanities or Fine Arts		3
Mathematics or Computer Science		3
Elective		2

THIRD SEMESTER SUGGESTED COURSES		
*Political Science Elective		3
HPE 193	Lifeguard Training	1.5

HPE 194	Water Safety Instructor	1.5
HPE 215	Leadership in Leisure Activities	3
HPE 230	Intramural Management	2
Humanities		3
Social and Behavioral Science		3

FOURTH SEMESTER SUGGESTED COURSES		
BIOL 200	Environmental Biology I OR	3
BIOL 201	Environmental Biology II	
Fine Arts		3
Mathematics		3
Non-Western Studies		3
SPEC 101	Principles of Speech Communication	3

Minimum total hours required for degree 64

*See school of transfer.

Sport Management

Associate in Arts Code 1053

Contact persons: QC Campus, Gary Huber at Ext. 5602, Rm. 3-317; East Campus, Wendy Bock, Ext. 1711, Rm. A-247

Students planning to major in Sport Management at a four-year institution should follow the Black Hawk College Associate in Arts curriculum. The completion of the course of study outlined here will satisfy graduation requirements of Black Hawk College. Since universities may require specific courses for a Sport Management major, students should consult with the Counseling Office at Black Hawk College for additional information.

Introduction to Sport Management will help students who are thinking of a sport-related career determine their interest level in academic or professional sport management by providing a broad overview of the field. Topics will include the history and development of sport management and social, behavioral, organizational, and managerial foundations of sport management. Current Issues in Sport will investigate the complex issues present in today's sport industry and give a detailed examination of the many skills needed to coordinate a successful sporting event. The opportunity for two separate internships will allow students to directly experience sport management in the community, an important element of success in the sport industry. This program will give students the advantage of skills, knowledge, and experience for a range of possible sport management careers. Skills gained in these classes should enrich the personal lives of students by improving their poise, self-confidence, and effectiveness in sport management and help them gain desirable employment and/or receive a promotion.

FIRST SEMESTER SUGGESTED COURSES		Credit Hours
ENG 101	Composition I	3
HPE 210	Intro to Sports Management	3
Behavioral Science Elective		3

OR 100	Intro to College	1
Life Sciences Elective		3-4
CS 100	Introduction to Computer Science	3
SECOND SEMESTER SUGGESTED COURSES		
ENG 102	Composition II	3
HEAL 102	Living in a Changing World	2
SPEC 101	Principles of Speech	3
Mathematics Elective		3
Humanities Elective		3
HPE 217	Current Issues in Sports	3
THIRD SEMESTER SUGGESTED COURSES		
Physical Sciences Elective		3-4
HPE 270	Internship: Sports Management	3
Humanities/Fine Arts Elective		3
ECON 221	Principles of Macro Economics	3
FOURTH SEMESTER SUGGESTED COURSES		
Elective		3
Elective		3
ECON 222	Principles of Micro Economics	3
BL 201	Business Law I OR	3
BL 202	Business Law II	3
Non Western Studies		3
Minimum total hours required for degree		64

History

Associate in Arts Code 1010
Contact Persons: QC Campus, Mark Esposito, Ext. 5427, Rm. 1-463, Jay Pearce, Ext. 5412, Rm. 1-451, and James Larrabee, Ext. 5634, Rm. 1-465; East Campus, Wendy Bock, Ext. 1711, Rm. A-247.

Students planning to major in history at a four-year institution should follow the Black Hawk College Associate in Arts curriculum. The completion of the course of study outlined will satisfy graduation requirements of Black Hawk College. Since universities may require specific courses for a history major, students should contact an advisor on the history/political science faculty.

This program provides a broad perspective on the human condition and skills essential to any educated person. Students will study the growth and development, triumphs and tribulations of the human race over the last five thousand years. Students may specialize in American or European history. Whichever choice is made, students should emerge from the program with a much better understanding of how earlier generations created and shaped the civilizations and societies in which we live today. Students who complete this program will have a solid foundation upon which to build a history major at a four-year school.

All history courses at Black Hawk College have significant reading and writing components. Successful completion

of these courses requires students to demonstrate college-level abilities in these skill areas.

Students who complete a degree in history may be employed as teachers, college professors, museum workers, archivists, public officials, government employees, corporation executives, etc.

American History

FIRST SEMESTER SUGGESTED COURSES		Hours
ENG 101	Composition I	3
POLS 191	Introduction to Political Science	3
HIST 101	Western Civilization I	3
Physical Science		3-4
SPEC 101	Principles of Speech Communications	3
SECOND SEMESTER SUGGESTED COURSES		
ENG 102	Composition II	3
HIST 102	Western Civilization II	3
Fine Arts		3
Life Science		3-4
Elective		3
THIRD SEMESTER SUGGESTED COURSES		
POLS 251	American National Government	3
HIST 251	History of the United States to 1865	3
Mathematics		3
●Non Western Studies		3
Electives		6-7
FOURTH SEMESTER SUGGESTED COURSES		
POLS 252	State and Local Government	3
HIST 252	History of the United States Since 1865	3
Mathematics or Computer Science		3
SOC 101	Principles of Sociology	3
Electives		4
Minimum total hours required for degree		64

●Recommended: POLS 262, POLS 271, HIST 141, HIST 142, HIST 151, or HIST 222

World History

FIRST SEMESTER SUGGESTED COURSES		Credit Hours
ENG 101	Composition I	3
POLS 191	Introduction to Political Science	3
HIST 101	Western Civilization I	3
Physical Science		3-4
SPEC 101	Principles of Speech Communications	3
SECOND SEMESTER SUGGESTED COURSES		
ENG 102	Composition II	3
HIST 102	Western Civilization II	3
●Fine Arts		3
Life Science		3-4
●Social and Behavioral Science		3
THIRD SEMESTER SUGGESTED COURSES		
HIST 141	History of Asia I	3
Mathematics		3

② Social and Behavioral Science	3
③ Electives	7-8

FOURTH SEMESTER SUGGESTED COURSES

HIST 251 History of the United States to 1865	OR 3
HIST 252 History of the United States Since 1865	
Mathematics or Computer Science	3
HIST 142 History of Asia II	3
POLS 262 Intro to Comparative Gov.: Non-European	3
Electives	4

Minimum total hours required for degree	64
① Suggested: ART 100, 282	
② Suggested: ARCH 203; POLS 251, 261	
③ Suggested: PHIL 101 or 103	

Horticulture Transfer

Associate in Science Code 1539
 Contact Persons: East Campus, Jeff Hawes, Ext. 1835, Rm. A-216, or Andrew Larson, Ext. 1830, Rm. B-213, or Angela Heckman, Ext. 1724, Rm. A-202B

Students interested in pursuing a baccalaureate program with a major in horticulture have the opportunity to enroll in the Horticulture Transfer program at Black Hawk College East Campus. This program enables students to complete the first two years of a bachelor’s degree in horticulture including the general education requirements. The Horticulture Transfer program is part of the nationally recognized agriculture programs at Black Hawk College East Campus.

All Black Hawk College transfer courses have been articulated with the four Illinois universities that offer degrees in agriculture including Illinois State, Southern Illinois University at Carbondale, University of Illinois at Champaign-Urbana, and Western Illinois University. These articulation agreements allow students completing an Associate’s degree to easily transfer to these four-year institutions. Many graduates who complete agriculture related degrees at the East Campus have also successfully transferred to universities throughout the nation such as Purdue, Iowa State, Michigan State, Oklahoma State, Colorado Sate, and Texas A & M.

Students should work closely with an academic advisor to plan a two-year program designed to meet degree requirements or contact the transfer institution.

	Credit Hours
FIRST SEMESTER SUGGESTED COURSES	
AG 100 Introduction to Agriculture	1
ENG 101 Composition I	3
HORT 284 Introduction to Horticulture Science	3
Humanities OR Fine Arts Elective	3
② Life Science Elective	4
Social & Behavioral Science Elective	3

SECOND SEMESTER SUGGESTED COURSES	
ENG 102 Composition II	3
SPEC 101 Principles of Speech Communications	3
② Life Science Elective	4

Mathematics Elective	3
① HORT/AG Elective	2

THIRD SEMESTER SUGGESTED COURSES

Humanities OR Fine Arts Elective	3
Mathematics OR Computer Science Elective	3
② Physical Science Elective	4
Non-Western Studies Elective	3
① HORT/AG Elective	3

FOURTH SEMESTER SUGGESTED COURSES

Humanities OR Fine Arts Elective	3
② Physical Science Elective	4
Social & Behavioral Science Elective	3
Social & Behavioral Science Elective	3
① HORT/AG Elective	3

Minimum total hours required for degree	64
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- ① Suggested HORT/AG electives include: HORT 191, HORT 193, HORT 198, AG 281, AG 282, AG 283, AG 289.
- ② Suggested Physical Science electives include: CHEM 101, CHEM 102.
- ③ Suggested Life Science electives include: BIOL 108, BIOL 211

Journalism

Associate in Arts Code 1011
 Contact Persons: Dorothy Beck, Ext. 5426. 1-459, e-mail beckd@bhc.edu ; East Campus, Wendy Bock, Ext. 1711, Rm. A-247

Students planning to major in journalism at a four-year institution should follow the Black Hawk College Associate in Arts curriculum. The completion of the course of study outlined will satisfy graduation requirements of Black Hawk College. Since universities may require specific courses for a Journalism major, students should consult with the Counseling Office at Black Hawk College for additional information.

Students in this curriculum will become proficient in general writing skills as well as learn the specific techniques used in journalistic writing such as interviewing, and sports, editorial and feature writing. Students who work on the College newspaper will focus upon the College community. Courses covering journalism-related fields such as photography, and layout are also available.

Journalism graduates may consider a wide range of careers in the media field, such as newspaper reporting, magazine writing, photo-journalism, and radio and television broadcasting, as well as the related areas of criticism and public relations.

	Credit Hours
FIRST SEMESTER SUGGESTED COURSES	
ART 200 Art Problems (Desktop Publishing)	1
ENG 101 Composition I	3
Fine Arts	3
JOUR 222 Beginning Reporting	3
Social and Behavioral Science	3

SPEC 101	Principles of Speech Communications	3
SECOND SEMESTER SUGGESTED COURSES		
ENG 102	Composition II	3
Humanities		3
Life Science		4
Mathematics		3
CS 100	Introduction to Computers	3
THIRD SEMESTER SUGGESTED COURSES		
PHIL 103	Ethics	3
JOUR 221	Introduction to Mass Communication	3
JOUR 230	Newspaper Production	2
Physical Science		4
Social and Behavioral Science		3
FOURTH SEMESTER SUGGESTED COURSES		
ENG 243	Writing for the Media OR	3
ENG 245	Writing Internship	
JOUR 230	Newspaper Production	2
Non-Western Studies		3
Social and Behavioral Science		3
IS 220	Global Issues	3
Elective		3
Minimum total hours required for degree		64

Pre-Law

Associate in Arts Code 1013

Contact Persons: QC Campus, Joan Eastlund, Ext. 5424, Rm. 1-461; East Campus, Wendy Bock, Ext. 1711, Rm. A-247

Students considering the legal profession should follow the Black Hawk College Associate in Arts curriculum. The completion of the course of study outlined will satisfy graduation requirements of Black Hawk College. Since universities may require specific courses for students considering a legal career, students should consult with the Counseling Office at Black Hawk College and/or a pre-law advisor for additional information.

This curriculum provides a broad perspective on the human condition and skills essential to any educated person. Students will complete the first two years of traditional pre-law major and will have established a good foundation upon which to complete their pre-law work at a four-year school. Students who complete a law degree may be employed in a variety of ways. Certainly they may practice law, but they may also become judges or other public officials. They may seek election to political office. They may work in private business; they may teach, etc.

Credit

FIRST SEMESTER SUGGESTED COURSES		Hours
ENG 101	Composition I	3
POLS 191	Introduction to Political Science	3
HIST 251	History of the US to 1865	3
SPEC 101	Principles of Speech Communications	3
Physical Science		4

SECOND SEMESTER SUGGESTED COURSES		
ENG 102	Composition II	3
HIST 101	Western Civilization I	3
HIST 252	History of the United States Since 1865	3
Life Science		4
Fine Arts		3

THIRD SEMESTER SUGGESTED COURSES		
HIST 102	Western Civilization II	3
HIST 141	History of Asia I OR	3
HIST 142	History of Asia II	
POLS 251	American National Government	3
Mathematics		3
●Electives		4

FOURTH SEMESTER SUGGESTED COURSES		
POLS 252	State and Local Government	3
CS 100	Introduction to Computers	3
PSYC 101	Introduction to Psychology OR	3
SOC 101	Principles of Sociology	
●Electives		7

Minimum total hours required for degree 64

●Suggested: PHIL 103, PHIL 202, POLS 258 (M.I.G.)

Law Enforcement Transfer

Associate Science Code 1501

Contact Person: QC Campus, Richard Fiems, Ext. 5985, Rm. 3-382; East Campus, Wendy Smith, Ext. 1713, Rm. A-249

FIRST SEMESTER SUGGESTED COURSES		Credit Hours
CRJU 151	Criminal Justice System	3
CS 100	Introduction to Computers	3
ENG 101	Composition I	3
LAWN 101	Police Organization and Administration I	3
Social Science		3

SECOND SEMESTER SUGGESTED COURSES		
ENG 102	Composition II	3
Humanities		3
LAWN 109	Police Community Relations	3
LAWN 152	Criminology and Delinquent Behavior	3
Mathematics		3

THIRD SEMESTER SUGGESTED COURSES		
Fine Arts		3
LAWN 251	Criminal Investigation	3
LAWN 255	Criminal Law I	3
Physical Science		3-4
Social Science		3

SPEC 101 Principles of Speech Communication	3
FOURTH SEMESTER SUGGESTED COURSES	
LAWN 257 Police Ethics	3
Humanities or Fine Arts	3
Life Science	4
Non-Western Studies	3
Social Science	3
Minimum total hours required for degree	64

Mathematics

Associate in Arts Code 1033

Contact Persons: QC Campus, Peter Nodzinski, Ext. 5374, Rm. 3-366; East Campus, Wendy Bock, Ext. 1711, Rm. A-247

Students planning to major in and obtain a bachelor of arts degree in mathematics at a four-year institution can follow the Black Hawk College Associate in Arts curriculum. Completion of the course of study outlined below will satisfy graduation requirements of Black Hawk College. Since universities may require specific courses for a mathematics major, students should consult with a mathematics advisor and/or the Transfer Center at Black Hawk College for additional information. If the student has definite intentions of transferring to a particular college or university after completing his/her study at Black Hawk, it would be wise to consult with an appropriate advisor at that college or university before beginning any college education.

Students who plan to major in mathematics at a four-year school should complete the calculus sequence: MATH 124, 225 and 226 while at Black Hawk. The student must also complete MATH 230 Linear Algebra. The mathematics electives listed in the suggested program of study should be selected from MATH 161, MATH 228, and MATH 235. The computer science electives should be selected from CS 101, CS 121, CS 251, and CS 225.

	Credit Hours
FIRST SEMESTER SUGGESTED COURSES	
Computer Science elective	3
ENG 101 Composition I	3
Humanities	3
●MATH 124 Calculus I	4
Social and Behavioral Sciences	3
SECOND SEMESTER SUGGESTED COURSES	
Computer Science elective	3
ENG 102 Composition II	3
Fine Arts	3
MATH 225 Calculus II	4
Social and Behavioral Sciences	3

THIRD SEMESTER SUGGESTED COURSES	
Humanities or Fine Arts	3
Physical Science	3
MATH 226 Calculus III	5
SPEC 101 Principles of Speech Communications	3
Social and Behavioral Science	3
FOURTH SEMESTER SUGGESTED COURSES	
MATH 230 Linear Algebra	3
Mathematics elective	3
Life Science	4
Non-Western Studies	3
Math or Computer Science elective	2
Minimum total hours required for degree	64

●The initial math course for some students may have to be Precalculus, MATH 118

Pre-Medicine

Associate in Science Code 1527

Contact Person: QC Campus, Darryl Beckett, Ext. 5239, Rm. 2-268; East Campus, Wendy Bock, Ext. 1711, Rm. A-247

The student who successfully completes medical training could work as a self-employed physician or could be employed as a medical researcher. Students who complete the pre-medical curriculum at BHC will establish a good foundation upon which to complete their medical school curriculum.

The pre-medical candidate will develop critical and analytical thinking skills as well as data evaluation and interpretation of laboratory results.

If the student desires an Associate in Science degree from Black Hawk College, he/she will need to select general education electives with Black Hawk College degree requirements in mind. This is a generic course listing. Students are strongly advised to contact their intended transfer institutions for specific admission/course requirements.

	Credit Hours
FIRST SEMESTER SUGGESTED COURSES	
BIOL 105 General Biology I	5
ENG 101 Composition I	3
CHEM 101 General Chemistry I	4
MATH 124 Calculus I	4
SPEC 101 Principles of Speech Communication	3
SECOND SEMESTER SUGGESTED COURSES	
BIOL 106 General Biology II	5
CHEM 102 General Chemistry II	4
ENG 102 Composition II	3
Non-Western Studies	3
Social and Behavioral Sciences	3

THIRD SEMESTER SUGGESTED COURSES

CHEM 203 Organic Chemistry I OR	5
PHYS 201 General Physics	
Social and Behavioral Sciences (2 courses)	6
Humanities or Fine Arts	3

FOURTH SEMESTER SUGGESTED COURSES

● Elective	4
Social and Behavioral Science (2 courses)	6
Humanities or Fine Arts	3

Minimum total hours required for degree 64

● Suggested Elective: CHEM 204 or PHYS 202

NOTE: Students desiring to complete an AA/AS degree in the pre-medicine curriculum must be certain that their course program includes six hours of mathematics, nine hours of humanities and fine arts general education electives, nine hours of social science general education electives, three hours of non-western culture, and life science and physical science electives. Students should also include courses specified by their transfer institution.

Music*Associate in Arts*

Contact Persons: QC Campus, Jonathan Palomaki, Ext. 5478, Rm. 4-106, and Edgar Crockett, Ext. 5479, Rm. 4-105; East Campus, Wendy Bock, Ext. 1711, Rm. A-247

The music curricula are primarily intended for those planning to transfer to a four-year school to complete a bachelor's degree in a music-related field. Four-year degree programs in music are complex and highly structured, making careful preparation and course selection in the first two years essential. Students are urged to study the general information given below, follow the suggested curricula closely, and consult often with a music advisor. It is also recommended that prospective students be auditioned by a music instructor before enrolling at Black Hawk.

Students planning to major in music at a four-year institution should follow the Black Hawk College Associate of Arts curriculum. Since requirements for a music major vary at four-year institutions, students are encouraged to work closely with academic advisors at Black Hawk College and the transfer school.

Music Achievement Awards Available: The music program offers achievement awards to both music and non-music majors. Students must audition before the full-time faculty. Awards are given in full, three-quarter, half, or quarter tuition waivers. Contact the contact persons listed above for more information.

Music Fundamentals, Music Theory, and Music Literature

All the music curricula require classes in music fundamentals (MUSC 110 or proficiency) and music theory (MUSC 111 and 112). All curricula require one semester of music literature (MUSC 113). Note: In order to satisfy the Humanities/Fine Arts general education component for graduation, you must submit and have approved a "Course Substitutions and/or Waiver for Graduation Form" that substitutes MUSC 113 for MUSC 154. See Mr. Palomaki for details.

Performance Groups

Each music student should participate in a performing group each semester, either MUSC 101 or 102 and 103, instrumental ensembles, or MUSC 107 or 109, choral ensembles. Music students may also participate in other performance groups for additional elective credit. Performance groups are open to all Black Hawk College students. No more than 4 credits in each ensemble can be counted toward graduation requirements.

Applied Lessons, Applied Major, Applied Electives

An important part of a music major's curriculum should be individualized and/or group instruction on specific musical instruments and/or in voice. This form of instruction is called "applied lessons." Students choose one instrument, or voice, for primary study and the instruction they receive in that instrument, or voice, makes up their "applied major." One or more additional instruments, or voice, may also be chosen for additional but less intensive study, and these form the "applied electives." All applied lesson classes may be repeated two times for credit. However, music majors can count only 12 credits of applied lessons toward graduation requirements and non-majors may count only up to 4 credits of applied lessons toward graduation. Lesson classes numbered 200 or above may be taken only by sophomores or by students with two semesters of instruction in the corresponding 100 level class.

The following individual lesson classes are offered and are available to all students:

Applied Lesson (Non-major or secondary instrument)

MUSC 121, 221	Elementary Voice
MUSC 123, 223	Elementary Piano
MUSC 141, 241	Elementary Brass Instrument
MUSC 143, 243	Elementary Woodwind Instrument
MUSC 145, 245	Elementary String Instrument
MUSC 147, 247	Elementary Percussion Instrument

Applied Major Lesson

MUSC 125, 225	Voice
MUSC 127, 227	Piano
MUSC 129, 229	Organ
MUSC 131, 231	Brass Instrument
MUSC 133, 233	Woodwind Instrument
MUSC 135, 235	String Instrument
MUSC 137, 237	Percussion Instrument

Piano Proficiency Exam

All music majors are expected to complete the BHC Piano Proficiency Exam by the end of their sophomore year. As such, applied lessons in piano are encouraged for each semester of study in order to adequately prepare for this exam.

Music: Business
Code 1024

	Credit Hours
FIRST SEMESTER SUGGESTED COURSES	
ENG 101 Composition I	3
MUSC 101, 102/103 Instrumental Ensemble OR MUSC 107, 109 Choir	1
MUSC 110 Fundamentals of Music	2
MUSC 111 Theory of Music	4
MATH 131 Finite Mathematics for Business	3
Physical Science	3
● Applied lessons strongly encouraged see below.	
SECOND SEMESTER SUGGESTED COURSES	
ACCT 101 Financial Accounting	3
ACCT 103 Financial Accounting Lab	1
ENG 102 Composition II	3
MUSC 101, 102/103 Instrumental Ensemble OR MUSC 107, 109 Choir	1
MUSC 112 Theory of Music	4
MUSC 113 Exploring Music Literature	3
● Applied lessons strongly encouraged see below.	
THIRD SEMESTER SUGGESTED COURSES*	
ACCT 102 Managerial Accounting	3
ACCT 104 Managerial Accounting Lab	1
ECON 221 Principles of Macro Economics	3
Humanities	3
Life Science	4
SPEC 101 Principles of Speech Communication	3
● Applied lessons strongly encouraged see below.	
FOURTH SEMESTER SUGGESTED COURSES	
ECON 222 Principles of Micro Economics	3
Fine Arts	3
Mathematics or Computer Science	3
MUSC 101, 102/103 Instrumental Ensemble OR MUSC 107, 109 Choir	1
Non-Western Studies (<i>MUSC 158 recommended</i>)	3
PSYC 101 Introduction to Psychology	3
● Applied lessons strongly encouraged see below.	
Minimum total hours required for degree	64

● All students planning to pursue a bachelor’s degree in Music Business are advised to enroll in at least one additional hour of applied major lesson or applied elective lesson per semester. (It is critical that each student receives the advice of a music advisor before enrolling in classes each semester.)

All students planning to pursue a bachelor’s degree in Music Business are advised to enroll in at least one additional credit hour of applied piano: Music 123 or

Music 127 Elementary Piano or Piano (Freshman Year) and Music 223 or Music 227 Elementary Piano or Piano (Sophomore Year).

*All students planning to pursue a bachelor’s degree in Music Business are advised to enroll in one credit hour of music ensemble: Music 101, 102/103 or 107, 109 Instrumental Ensemble or Choir during the third semester sequence.

Music: Instrumental, Vocal, or Keyboard Performance
Code 1012

	Credit Hours
FIRST SEMESTER SUGGESTED COURSES	
CS 100 Intro to Computers	3
ENG 101 Composition I	3
MUSC 101, 102/103 Instrumental Ensemble OR MUSC 107, 109 Choir	1
MUSC 110 Fundamentals of Music	2
MUSC 111 Theory of Music	4
Physical Science	3
● See specific recommendations for music lessons, etc.	
SECOND SEMESTER SUGGESTED COURSES	
ENG 102 Composition II	3
Mathematics	3
MUSC 101, 102/103 Instrumental Ensemble OR MUSC 107, 109 Choir	1
MUSC 112 Theory of Music	4
MUSC 113 Exploring Music Literature	3
Social and Behavioral Science	3
● See specific recommendations for music lessons, etc.	
THIRD SEMESTER SUGGESTED COURSES	
● Humanities	3
Life Science	4
MUSC 101, 102/103 Instrumental Ensemble OR MUSC 107, 109 Choir	1
MUSC 211 Theory of Music	4
Social and Behavioral Science	3
● See specific recommendations for music lessons, etc.	
FOURTH SEMESTER SUGGESTED COURSES (Music Ensembles are strongly encouraged during the fourth semester)	
● Humanities or Fine Arts	3
MUSC 212 Theory of Music	4
Non-Western Studies (<i>MUSC 158 recommended</i>)	3
SPEC 101 Principles of Speech Communication	3
Social and Behavioral Science	3
● See specific recommendations for music lessons, etc.	
Minimum total hours required for degree	64

● Lessons
 A. The music major should enroll in a minimum of one hour of applied major lessons each semester (two hours preferred).
 B. The music student should enroll in a minimum of one hour of applied elective lesson each semester.

(MUSC 123 or 223 for all students with applied major lessons other than piano. MUSC 121 or 221 for all applied major students in piano.)

Participation in a recital is expected in the sophomore year.

● Students planning on majoring in music with an emphasis on performance at a four-year institution should enroll in two semesters of German or French. Those courses taken at the 202 or above level can be counted as part of the Humanities electives.

Music: Therapy
Code 1022

FIRST SEMESTER SUGGESTED COURSES	Credit Hours
ENG 101 Composition I	3
Humanities	3
MUSC 101, 102/103 Instrumental Ensemble OR	1
MUSC 107, 109 Choir	
MUSC 110 Fundamentals of Music	2
MUSC 111 Theory of Music	4
PSYC 101 Introduction to Psychology	3

● See specific recommendations for music lessons.

SECOND SEMESTER SUGGESTED COURSES	Credit Hours
ART 100 Art Appreciation	3
ENG 102 Composition II	3
Mathematics	3
MUSC 101, 102/103 Instrumental Ensemble OR	1
MUSC 107, 109 Choir	
MUSC 112 Theory of Music	4
MUSC 113 Exploring Music Literature	3

● See specific recommendations for music lessons.

THIRD SEMESTER SUGGESTED COURSES	Credit Hours
BIOL 105 General Biology I OR	4-5
BIOL 101 General Human Biology	
Mathematics or Computer Science	3
MUSC 101, 102/103 Instrumental Ensemble OR	1
MUSC 107, 109 Choir	
MUSC 211 Theory of Music	4
PSYC 230 Social Psychology	3

● See specific recommendations for music lessons.

FOURTH SEMESTER SUGGESTED COURSES	Credit Hours
(*Music Ensembles are strongly encouraged during the fourth semester)	
ANTH 101 Introduction to Anthropology	3
MUSC 212 Theory of Music	4
Non-Western Studies (<i>MUSC 158 recommended</i>)	3
Physical Science	3
SPEC 101 Principles of Speech Communications	3

● See specific recommendations for music lessons, etc.

Minimum total hours required for degree 64-65

● Special recommendations for music students planning to pursue bachelor's degree in music therapy at a four-year institution:

Lessons

- A. The music therapy student should enroll in one hour of applied major lesson each semester.
- B. The music therapy student should enroll in applied elective lessons as follows:
 - 1. Piano or organ majors should take two hours in the MUSC 121 sequence and four hours in MUSC 145/245.
 - 2. Voice majors take four hours in the MUSC 123/223 sequence and two hours in MUSC 145.
 - 3. Brass, woodwind, string (other than guitar) or percussion majors take four hours in the MUSC 123/223 sequence and two hours in MUSC 145.
 - 4. Guitar majors take four hours in the MUSC 123/223 sequence and two hours in MUSC 121.

Health 102 Living in a Changing World (2 credits) is a highly recommended course preferably taken during the freshman year sequence.

* Students are also strongly encouraged to take MUSC 101, 102/103 or 107, 109 Instrumental Ensemble or Choir (1 credit) during the fourth semester sequence.

Pre-Pharmacy

Associate in Science Code 1529

Contact Person: QC Campus, Brian Glaser, Ext. 5238, Rm. 2-263; East Campus, Wendy Bock, Ext. 1711, Rm. A-247

The Pre-Pharmacy curriculum presented here is based on the requirements of The College of Pharmacy at the University of Illinois-Chicago. If the student is interested in another program such as St. Louis College of Pharmacy or College of Pharmacy at the University of Iowa, contact the Black Hawk College pharmacy advisor or the college to which transfer is anticipated.

If the student desires an Associate in Science degree from Black Hawk College, he/she will need to select general education electives with Black Hawk Associate degree requirements in mind.

A pharmacy degree enables one to work in a retail pharmacy, a clinic or hospital pharmacy, for a pharmaceutical manufacturer in their laboratories or as a pharmaceutical salesperson.

FIRST SEMESTER SUGGESTED COURSES	Credit Hours
BIOL 105 General Biology I	5
ENG 101 Composition I	3
CHEM 101 General Chemistry I	4
MATH 124 Calculus I	4

SECOND SEMESTER SUGGESTED COURSES	Credit Hours
BIOL 106 General Biology II	5
CHEM 102 General Chemistry II	4
ENG 102 Composition II	3
SPEC 101 Principles of Speech Communications	3

Social or Behavioral Science 3

THIRD SEMESTER SUGGESTED COURSES

BIOL 145 Anatomy-Physiology I 4
 CHEM 203 Organic Chemistry I 5
 Humanities 3
 PHYS 101 College Physics I 5

FOURTH SEMESTER SUGGESTED COURSES

BIOL 146 Anatomy-Physiology II 4
 CHEM 204 Organic Chemistry II 5
 PHYS 102 College Physics II 5
 Economics 3

Minimum total hours required for degree 67

Note: Students desiring to complete an Associate in Science degree in the pre-pharmacy curriculum must be certain that their course program includes 6 hours of Mathematics, 9 hours of Humanities and Fine Arts general education electives, 9 hours of Social Science general education electives, 3 hours in Non-Western Culture, and a Life Science general education elective, as well as those courses specified by The College of Pharmacy at the University of Illinois-Chicago.

Pre-Veterinary Medicine

Associate in Science Code 1540

Contact Person: East Campus, Andrew Larson, Ext. 1830, Rm. B-213, or Angela Heckman, Ext. 1724, Rm. A-202B

Students interested in pursuing a baccalaureate program with a major qualifying them to apply at a school of veterinary medicine have the opportunity to enroll in the Pre-Veterinary Medicine program at Black Hawk College East Campus. The Pre-Veterinary Medicine curriculum presented here is based on the requirements for an Animal Science Degree with a Pre-Veterinary Medicine Option at the University of Illinois at Urbana-Champaign. If students are interested in a different major and/or a different college qualifying them to apply to a college of veterinary medicine, contact an academic advisor or the college to which transfer is anticipated. This Pre-Veterinary Medicine program is part of the nationally recognized agriculture programs at Black Hawk College East Campus.

All Black Hawk College transfer courses are articulated with the University of Illinois at Urbana-Champaign as well as the other three Illinois universities that offer degrees in agriculture including Illinois State, Southern Illinois University at Carbondale, and Western Illinois University. These articulation agreements allow students completing an Associate's degree to easily transfer to these four-year institutions. Many graduates who complete agriculture related degrees at the East Campus have also successfully transferred to universities throughout the

nation such as Purdue, Iowa State, Michigan State, Oklahoma State, Colorado State, and Texas A & M.

Admission to schools of veterinary medicine is highly competitive; therefore, students should work closely with an academic advisor to plan their course of study.

FIRST SEMESTER SUGGESTED COURSES		Credit Hours
AG 100	Introduction to Agriculture	1
AG 285	Animal Science	4
BIOL 108	Principles of Biology I	4
ENG 101	Composition I	3
①	Humanities or Fine Arts Elective	3

SECOND SEMESTER SUGGESTED COURSES

BIOL 261	Microbiology	4
ENG 102	Composition II	3
MATH 132	Calculus for Bus/Soc Sciences	4
	Humanities OR Fine Arts Elective	3
②	Social & Behavioral Science Elective	3

THIRD SEMESTER SUGGESTED COURSES

PHYS 101	College Physics I	5
CHEM 101	General Chemistry I	4
①	Mathematics OR Computer Science Elective	3
②	Social & Behavioral Science elective	3
	Non-Western Studies Elective	3

FOURTH SEMESTER SUGGESTED COURSES

CHEM 102	General Chemistry II	4
SPEC 101	Principles of Speech Communications	3
②	Social & Behavioral Science Elective	3
	Humanities OR Fine Arts Elective	3
③	Elective	1

Minimum total hours required for degree 64

① Suggested MATH electives include: MATH 108, 124, 131, 132.

② Suggested Social and Behavioral Science Electives include: ANTH 102, ECON 221, ECON 222, HIST 251, HIST 252, PHIL 101, PSYC 101, SOC 101.

③ Suggested elective is PHYS 102.

Philosophy

Associate in Arts Code 1036

Contact Persons: QC Campus, William Desmond, Ext. 5437, Rm. 1-470, email desmondw@bhc.edu, and Dorothy Beck, Ext. 5426, Rm1-453 email beckd@bhc.edu; East Campus, Wendy Bock, Ext. 1711, Rm. A-247

Students taking the recommended courses in philosophy will study the writings of philosophers who have made crucial contributions to the way we think about subjects such as ethics, religion, psychology, aesthetics, political theory, the nature of science, and what it means in general to think clearly. Students will participate in class discussions as well as express in writing their views on a variety of philosophical issues.

Since advancement in most occupations depends on one’s ability to speak and write clearly and logically and to understand the beliefs of others, philosophy is an important part of any educational program. Selected philosophy courses fit well into various academic majors such as business, health careers, history, government, psychology, sociology, literature, pre-law, and the natural sciences. An awareness of the philosophical background of our culture deeply enriches our view of the world, helping us understand the world and our place within it.

Students majoring in philosophy may enter advanced degree programs in preparation for teaching, law, political science, and business.

	Credit Hours
FIRST SEMESTER SUGGESTED COURSES	
ENG 101 Composition I	3
Life Science	4
PHIL 102 Logic	3
Social and Behavioral Science	3
SPEC 101 Principles of Speech Communications	3
SECOND SEMESTER SUGGESTED COURSES	
ENG 102 Composition II	3
Fine Arts	2
Non-Western Studies, HIST 222	3
PHIL 101 Introduction to Philosophy	3
Physical Science	4
THIRD SEMESTER SUGGESTED COURSES	
Foreign Language	4
Humanities or Fine Arts	3
Mathematics	3
PHIL 206 Philosophy of Religion	3
Social and Behavioral Science	3
FOURTH SEMESTER SUGGESTED COURSES	
Foreign Language	4
Mathematics or Computer Science	3
PHIL 103 Ethics	3
PHIL 205 Topics in Philosophy	3
Social and Behavioral Sciences	3
Minimum total hours required for degree	64

Political Science

Associate in Arts Code 1008

Contact Persons: QC Campus, Joan Eastlund, Ext. 5424, Rm. 1-461, and Jay Pearce, Ext. 5412, Rm. 1-451; East Campus, Wendy Bock, Ext. 1711, Rm. A-247.

Students planning to major in political science at a four-year institution should follow the Black Hawk College Associate in Arts curriculum. The completion of the course of study outlined will satisfy graduation requirements of Black Hawk College.

Since universities may require specific courses for political science major, students should contact an advisor from among the political science faculty.

This curriculum provides a broad perspective on the human condition and skills essential to any educated person. Students will become familiar with the workings of American government and the American political system at every level-national, state, and local. In addition, they will study how governments function in other countries, and how the governments of different countries interact with each other. Students who complete this program will have a solid foundation upon which to build a political science major at a four-year school.

Students who complete a degree in political science may be employed in a variety of government positions, both appointive and elective, in this country and abroad. In addition, they may work as teachers, college professors, campaign coordinators, public administrators, lawyers, pollsters, research analysts, etc.

	Credit Hours
FIRST SEMESTER SUGGESTED COURSES	
ENG 101 Composition I	3
POLS 191 Introduction to Political Science	3
HIST 251 History of the US to 1865	3
SPEC 101 Principles of Speech Communications	3
Physical Science (GEOG or GEOL)	3-4
SECOND SEMESTER SUGGESTED COURSES	
ENG 102 Composition II	3
HIST 252 History of the US since 1865	3
Fine Arts	3
Life Science (BIOL)	3
POLS 251 American National Government	3
THIRD SEMESTER SUGGESTED COURSES	
POLS 262 Introduction to Comparative Government: Non-Western	3
SOC 101 Principles of Sociology	3
HIST 101 Western Civilization I	3
Mathematics	3
① Elective	6

FOURTH SEMESTER SUGGESTED COURSES	
POLS 252 State and Local Government	3
HIST 151 History of the Middle East Since 1700	3
HIST 102 Western Civilization II	3
Mathematics or Computer Science	3
① Elective	3
② Minimum total hours for degree	64

① Suggested: PHIL 103, PSYC 101, or POLS 258

② NOTE: In order to meet AA/AS Degree requirements, the student must have completed a total or minimum of 64 credit hours with a 2.0 GPA.

Psychology

Associate in Arts Code 1015

Contact Persons: QC Campus, Janet Weigel, Ext. 5414, Rm. 1-468, William Hampes, Ext. 5420, Rm. 1-474, Bruce LeBlanc, Ext. 5431, Rm. 1-454; and Traci Davis, Ext. 5408, Rm. 1-451; East Campus, Bob Lee, Ext. 1817, Rm. A-245

Students planning to major in psychology at a four-year institution should follow the Black Hawk College Associate in Arts curriculum. The completion of the course of study outlined will satisfy graduation requirements of Black Hawk College. Since universities may require specific courses for a psychology major, students should consult with a psychology faculty advisor for additional information.

This curriculum provides a broad perspective on the human condition and skills essential to any educated person. Courses span the areas of human behavior from birth to death, dealing with the many problems and potentialities experienced along the way. Students will learn the theories, techniques, and principles basic to the study of human behavior and psychology including such topics as perception, learning, memory, motivation, personality, psychopathology, education, human growth and development, social psychology, and experimental analysis and design.

Students who complete this curriculum will have a solid foundation upon which to build a psychology major at a four-year school.

Students who complete a bachelor's degree in psychology may find job opportunities as teachers, caseworkers, public officials, personnel and public relations workers, or assistant research psychologists in government, business and industry.

FIRST SEMESTER SUGGESTED COURSES		Credit Hours
BIOL 101	General Human Biology	4
ENG 101	Composition I	3
●	Humanities	3
PSYC 101	Introduction to Psychology	3
SOC 101	Principles of Sociology	3

SECOND SEMESTER SUGGESTED COURSES		Credit Hours
ENG 102	Composition II	3
	Fine Arts	3
MATH 131	Finite Mathematics for Business	3
SPEC 101	Principles of Speech Communications	3
	Elective	4

THIRD SEMESTER SUGGESTED COURSES

CS 100	Introduction to Computers	OR	3
CS 101	Introduction to Structured Programming		
	Humanities or Fine Arts		3
MATH 228	Probability and Statistics		3
PSYC 210	Personality Theories		3
PSYC 262	Child Psychology		3
	Elective		1

FOURTH SEMESTER SUGGESTED COURSES

BIOL 250	Principles of Genetics		3
●	Non-Western Studies		3
	Physical Science		3
PSYC 212	Introduction to Experimental Psychology		3
	OR Psychology Elective		
	Elective		4

Minimum total hours required for degree 64

● Suggested: HIST 102, PHIL 101, PHIL 103

● Suggested: ANTH 102, POLS 262, POLS 271, HIST 141, HIST 142, HIST 151, HIST 222

Public Relations

Associate in Arts Code 1021

Contact Person: QC Campus, Jim Prohs, Ext. 5368, Rm. 3-372; East Campus, Wendy Smith, Ext. 1713, Rm. A-249

Students planning to major in public relations at a four-year institution should follow the Black Hawk College Associate in Arts curriculum. The completion of the course of study outlined will satisfy graduation requirements of Black Hawk College. Since universities may require specific courses for a public relations major, students should consult with the Advising area at Black Hawk College for additional information.

Students taking the recommended courses will develop a strong liberal arts background with an emphasis in media and verbal and written communications. Students will learn the theories and develop the skills that will enable them to relate ideas to the public.

FIRST SEMESTER SUGGESTED COURSES		Credit Hours
ART 200	Art Problems	1
ENG 101	Composition I	3
	Humanities or Fine Arts	3
JOUR 222	Beginning Reporting	3
TV 112	Computer Literacy for TV	2
TV 220	Introduction to Television	4

SECOND SEMESTER SUGGESTED COURSES

ENG 102	Composition II	3
JOUR 221	Introduction to Mass Media	3
	Life Science	4
SOC 101	Principles of Sociology	3

SPEC 101	Principles of Speech Communications	3
THIRD SEMESTER SUGGESTED COURSES		
ECON 221	Principles of Macro Economics	3
	Mathematics	3
PHIL 103	Ethics	3
SPEC 114	Interpersonal Communications	3
TV 212	History and Appreciation of the Motion Picture	3
	Elective	2
FOURTH SEMESTER SUGGESTED COURSES		
ENG 243	Writing for the Media OR	3
ART 231	Photography	
POLS 251	American National Government	3
	Mathematics or Computer Science	3
	Physical Science	3
SPEC 175	Intercultural Communications	3
Minimum total hours required for degree		64

General Social Services

Associate in Arts Code 1026

Contact Person: QC Campus, Nancy Smith, Ext. 5410, Rm. 1-471

Students planning to major in social work or a related human service field at a four-year institution should follow the Black Hawk College Associate in Arts curriculum. The completion of the course of study outlined will satisfy graduation requirements of Black Hawk College. Since most colleges and universities require specific courses for a social work major, students should consult with the contact person listed above for additional information.

This curriculum provides a liberal arts foundation to develop critical thinking skills and an understanding of the bio-psycho-social-cultural characteristics of humankind. Emphasis is placed on oral and written communication skills and multicultural content.

Students who complete an AA degree with a concentration in General Social Service may find paraprofessional employment in child welfare, mental health, substance abuse, and elderly services as outreach workers, case aides, social service designees, and mental health technicians. Students can select from a variety of electives to pursue their interests in fields such as child welfare, substance abuse, and gerontology. Students who complete a bachelor's degree in social work are employed in family and child welfare services, aging services, mental health and health related fields, criminal justice, and other areas of social welfare services.

FIRST SEMESTER SUGGESTED COURSES		Credit Hours
BIOL 101	General Human Biology	4
ENG 101	Composition I	3
PSYC 101	Introduction to Psychology	3
SOC 101	Principles of Sociology	3
SPEC 101	Principles of Speech Communications	3

SECOND SEMESTER SUGGESTED COURSES		
CS 100	Introduction to Computers	3
ENG 102	Composition II	3
PHIL 103	Ethics	3
①	Electives	7

THIRD SEMESTER SUGGESTED COURSES		
②	Humanities or Fine Arts	3
	Physical Science	3
SOC 290	Studies in Sociology	1
②	Social Science	3
④	Non-Western elective	3
ECON 221	Principles of Macro Economics	3

FOURTH SEMESTER SUGGESTED COURSES		
	Fine Arts	3
MATH 108	Statistics for General Education	3
SOC 250	Minority Relations	3
SOC 290	Studies in Sociology	1
SOC 222	Introduction to Social Work	3
①	Electives	3

Minimum total hours required for degree 64

- ① Suggested: BIOL 250, ENG 132, PSYC 210, PSYC 212, PSYC 219, PSYC 230, PSYC 250, SOC 251, SOC 255, SOC 264, SOC 290 (Internship), SPEC 114
- ② Suggested: PSYC 200, PSYC 262, SOC 264
- ③ Suggested: HIST 102, PHIL 101, HUM 101, ART 100
- ④ Suggested: ANTH 102, IS 220, HIST 222

Sociology

Associate in Arts Code 1016

Contact Persons: QC Campus, Bruce LeBlanc, Ext. 5431, Rm. 1-454, Rm. 1-473; Nancy Smith, Ext. 5410, Rm. 1-472; Krisann Bergo, Ext. 5425, Rm. 1-465; East Campus, Wendy Bock, Ext. 1711, Rm. A-247

Students planning to major in sociology at a four-year institution should follow the Black Hawk College Associate in Arts curriculum. The completion of the course of study outlined will satisfy graduation requirements of Black Hawk College. Since universities may require specific courses for a sociology major, students should consult with a sociology faculty advisor for additional information.

This curriculum provides a broad perspective on the human social condition and skills essential to any educated person. Students will study various theories of

socialization and patterns of cultural development. Emphasis is placed on social interaction in groups, organizations, and social institutions. Students who complete this curriculum should have a much better understanding of how social conditions influence human behavior. Students will also have a solid foundation upon which to build a sociology major at a four-year school.

Students who complete a degree in sociology may eventually be employed as workers in human service-related fields. A degree in sociology may prepare students for entry into professional study in such areas as business, law, theology and social work.

	Credit Hours
FIRST SEMESTER SUGGESTED COURSES	
ENG 101 Composition I	3
PSYC 101 Introduction to Psychology	3
Physical Science	3
SOC 101 Principles of Sociology	3
SPEC 101 Principles of Speech Communications	3
SECOND SEMESTER SUGGESTED COURSES	
ANTH 102 Introduction to Cultural Anthropology	3
③CS 100 Introduction to Computers	3
ENG 102 Composition II	3
Fine Arts	3
①Sociology Elective	3
THIRD SEMESTER SUGGESTED COURSES	
②Humanities or Fine Arts	3
④Life Sciences	4
PHIL 103 Ethics	3
PSYC 230 Social Psychology	3
①Sociology Elective	3
FOURTH SEMESTER SUGGESTED COURSES	
③Mathematics	3
①Sociology Electives	6
Electives	9
Minimum total hours required for degree	64

①Recommended: SOC 102, SOC 250, SOC 251 (General Education Core Curriculum). Suggested: SOC 210, SOC 222, SOC 230, SOC 255, SOC 261, SOC 264, SOC 270, SOC 290

②Suggested: HIST 102

③Recommended: MATH 108

④Recommended: BIOL 101 (Life Science lab course)

Spanish

Associate in Arts Code 1017

Contact Persons: QC Campus, Maria Concepción Lucas-Murillo, Ext. 5434, Rm. 1-452, e-mail lucasmurillo@bhc.ed; East Campus, Wendy Bock, Ext. 1711, Rm. A-247

Students planning to major in Spanish at a four-year institution should follow the Black Hawk College Associate in Arts curriculum. The completion of the course of study outlined will satisfy graduation requirements of Black Hawk College. Since four-year institutions may require specific courses for a Spanish major, students should consult with the Counseling Office at Black Hawk College for additional information.

Students taking Spanish learn to read, speak, write, and listen in the Spanish language. Conversations and texts cover a variety of everyday situations and different cultural aspects. Spanish study includes the use of a basic text, a workbook, a reader/laboratory manual, and computer assisted instruction. Speaking and listening skills are developed through practice in class and with Web based instructional materials.

Language training can give a student a mastery of Spanish and English grammar and will improve cultural understanding. The training will also help students meet a requirement of many bachelor's degree and advanced degree programs.

With over 400 million speakers worldwide, Spanish is one of the world's most widespread languages. In the United States alone, where the Hispanic population is the largest minority group, there are over thirty million Spanish speakers.

Because of the large Spanish-speaking population in the U.S. and our proximity to Mexico and other Hispanic American countries, the ability to speak Spanish is viewed as a very important skill by many employers. Understanding Spanish can open vast treasures of literature, history, music, art, philosophy, and other areas of a large and varied culture.

	Credit Hours
FIRST SEMESTER SUGGESTED COURSES	
ENG 101 Composition I	3
Any foreign language other than Spanish	4-5
Mathematics	3
Social and Behavioral Sciences	3
SPAN 101 Elementary Spanish I	4
SECOND SEMESTER SUGGESTED COURSES	
ENG 102 Composition II	3
Any foreign language other than Spanish	4-5
Life Science	3
SPAN 102 Elementary Spanish II	4
SPEC 101 Principles of Speech Communications	3

THIRD SEMESTER SUGGESTED COURSES	
Fine Arts	3
Mathematics or Computer Science	3
Social and Behavioral Sciences	3
SPAN 201 Intermediate Spanish I	4
FOURTH SEMESTER SUGGESTED COURSES	
Humanities or Fine Arts	3
Non-Western Studies	3
Physical Science	4
Social and Behavioral Sciences	3
SPAN 202 Intermediate Spanish II	4
Minimum total hours required for degree	64

Speech

Associate in Arts Code 1018

Contact Persons: QC Campus, Jim Prohs, Ext. 5368, Rm. 3-372; East Campus, Wendy Bock, Ext. 1711, Rm. A-247

Students planning to major in speech at a four-year institution should follow the Black Hawk College Associate in Arts curriculum. The completion of the course of study outlined will satisfy graduation requirements of Black Hawk College. Since universities may require specific courses for a speech major, students should consult with the Advising area at Black Hawk College for additional information.

Students taking the introductory course will learn to research, organize, and present material in individual oral presentations. Other courses offer instruction and activities in business and professional communication, including interviewing, resume preparation, and letters of application. There are opportunities to develop skills in informal person-to-person communication and in communicating with people from different cultures. Skills gained in these classes should enrich the personal lives of students by improving their poise, self-confidence, and effectiveness in oral communication. Skills gained in these courses should be valuable in gaining desirable employment and in receiving promotion.

Excellence in communication prepares students for employment in such diverse areas as law, sales, personnel management, teaching, public relations, and the ministry.

	Credit Hours
FIRST SEMESTER SUGGESTED COURSES	
ENG 101 Composition I	3
Life Science	4
Social and Behavioral Science	3
SPEC 101 Principles of Speech Communications	3
THEA 111 Introduction to Theatre	3
SECOND SEMESTER SUGGESTED COURSES	
ENG 102 Composition II	3
Mathematics	3

Physical Science	3
SPEC 114 Interpersonal Communications	3
SPEC 210 Public Speaking	3

THIRD SEMESTER SUGGESTED COURSES	
Humanities	3
Mathematics or Computer Science	3
Social and Behavioral Science	3
SPEC 111 Business & Professional Communications	3
Elective	6

FOURTH SEMESTER SUGGESTED COURSES	
Humanities or Fine Arts	3
Social and Behavioral Science	3
SPEC 175 Intercultural Communications	3
Elective	6

Minimum total hours required for degree 64

Theatre

Associate in Arts Code 1003

Contact Person: QC Campus, Daniel Haughey, Ext. 5419, Rm. 1-366

Students planning to major in theatre at a four-year institution should follow the Black Hawk College Associate in Arts curriculum. The completion of the course of study outlined will satisfy graduation requirements of Black Hawk College. Since universities may require specific courses for a theatre major, students should consult with the Advising area at Black Hawk College for additional information.

Students taking the recommended courses will study dramas and related material which will serve both to illustrate the historical development of this art form and to identify the unique skills and creative talents contributed by the playwright, actor, director, scene designer, and theatre technician. Students will be given the opportunity to apply theory and principles by becoming directly involved in campus theatre productions. Study of theatre will enhance interpretive and expressive skills and will develop appreciation of this art form.

Students who do well in theatre may enter such careers as acting, directing, scenic design, theatre technician, teaching, or creative entertainment work.

	Credit Hours
FIRST SEMESTER SUGGESTED COURSES	
THEA 101 Theatre Practicum	1
THEA 111 Introduction to Theatre	3
THEA 202 Stagecraft OR	3
THEA 210 Fundamentals of Acting	
ENG 101 Composition I	3
Social and Behavioral Science	3
Mathematics Elective	3

SECOND SEMESTER SUGGESTED COURSES

THEA 102 Theatre Practicum	1
THEA 112 Play Production	3
ENG 102 Composition II	3
Math or Computer Science	3
Physical Science	3
SPEC 101 Principles of Speech Communication	3

THIRD SEMESTER SUGGESTED COURSES

THEA 203 Theatre Practicum	1
THEA 112 Play Production (<i>Repeated</i>)	3
THEA 202 Stagecraft OR	3
THEA 210 Fundamentals of Acting	
Social and Behavioral Science	3
Life Science	4
Humanities	3

FOURTH SEMESTER SUGGESTED COURSES

THEA 204 Theatre Practicum	1
THEA 295 Special Topics (<i>Repeatable</i>)	3
Social and Behavioral Science	3
Humanities or Fine Arts	3
Non-Western Studies	3
THEA 204 Practicum (<i>Repeatable 3 times</i>) OR	
THEA 205 Stage Makeup	2

Minimum total hours required for degree 64

Other Theatre electives: THEA 201, THEA 211, THEA 212, SPEC 120
THEA 295 Special Topics is variable credit for 2, 3, or 4 credit hours.

Black Hawk College – Academic Planning Checklist

American History
Associate in Arts Degree 1010

Name: _____

Date: _____

General Education Courses
Communications <input type="checkbox"/> ENG 101 – Composition I <input type="checkbox"/> ENG 102 – Composition II <input type="checkbox"/> SPEC 101 – Principles of Speech Communication
Electives <input type="checkbox"/> Elective (12 - 15 hours) <input type="checkbox"/> Fine Arts (3 hours) <input type="checkbox"/> Life Science (3-4 hours) <input type="checkbox"/> Mathematics (3 hours) <input type="checkbox"/> Mathematics or Computer Science (3 hours) <input type="checkbox"/> Non-Western Studies (3 hours) – Recommended: POLS 262, POLS 271, HIST 141, HIST 142, HIST 151, or HIST 222 <input type="checkbox"/> Physical Science (3-4 hours)
Humanities <input type="checkbox"/> HIST 101 – Western Civilization I <input type="checkbox"/> HIST 102 – Western Civilization II
Social and Behavioral Sciences <input type="checkbox"/> HIST 251 – History of the United States to 1865 <input type="checkbox"/> HIST 252 – History of the US Since 1865 <input type="checkbox"/> POLS 191 – Introduction to Political Science <input type="checkbox"/> POLS 251 – American National Government <input type="checkbox"/> POLS 252 – State and Local Government <input type="checkbox"/> SOC 101 – Principles of Sociology

Black Hawk College – Academic Planning Checklist

World History

Associate in Arts Degree ¹⁰¹⁰

Name: _____

Date: _____

General Education Courses
Communications <input type="checkbox"/> ENG 101 – Composition I <input type="checkbox"/> ENG 102 – Composition II <input type="checkbox"/> SPEC 101 – Principles of Speech Communication
Electives <input type="checkbox"/> Electives (10-12 hours) – Suggested: PHIL 101 or PHIL 103 <input type="checkbox"/> Fine Arts (3 hours) - Suggested: ART 100, ART 282 <input type="checkbox"/> Life Science (3-4 hours) <input type="checkbox"/> Mathematics (3 hours) <input type="checkbox"/> Mathematics or Computer Science (3 hours) <input type="checkbox"/> Physical Science (3-4 hours) <input type="checkbox"/> Social and Behavioral Science (6 hours) – Suggested: ARCH 203; POLS 251, 261
Humanities <input type="checkbox"/> HIST 101 – Western Civilization I <input type="checkbox"/> HIST 102 – Western Civilization II
Non-Western Studies <input type="checkbox"/> HIST 141 – Eastern Civilization I <input type="checkbox"/> HIST 142 – Eastern Civilization II <input type="checkbox"/> POLS 262 – Intro to Comparative Government: Non-European
Social and Behavioral Sciences <input type="checkbox"/> HIST 251 – History of the United States to 1865 OR HIST 252 – History of the United States Since 1865 <input type="checkbox"/> POLS 191 – Introduction to Political Science