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## Academic Calendar 2009 - 2010

### Fall 2009 Semester
- August 19–21: Returning Student Registration
- August 24–25: New Student Registration
- August 24: Online Classes Begin
- August 26: Fall Semester Classes Begin
- August 26: Tuition and Fees Due *
- September 1: Last Day to Register/Add Classes
- September 7: Labor Day - College Closed
- September 25: Application Deadline for December Graduates
- October 16: Online First Eight-Week Accelerated Courses End
- October 19: Online Second Eight-Week Accelerated Courses Begin
- October 21: Mid-Term
- November 16: Spring Semester Registration Begins
- November 26–27: Thanksgiving - College Closed
- December 11: Online Classes End
- December 14–18: Final Exams
- December 18: Last Day of Fall Semester

### Winter Interim
- Go to [www.swift.edu](http://www.swift.edu) for winter schedule of Fast Track Classes (Dec. 21–Jan. 5)

### Spring 2010 Semester
- January 2: 2010-2012 FAFSA Filing Reminder
- January 6–8: Final Registration Days
- January 11: Spring Semester Classes Begin
- January 11: Tuition and Fees Due *
- January 15: Last Day to Register/Add Classes
- January 18: Online Classes Begin
- February 5: Application Deadline for Spring and Summer Graduates
- March 5: Mid-Term
- March 12: Online First Eight-Week Accelerated Courses End
- March 15: Online Second Eight-Week Accelerated Courses Begin
- March 15–19: Spring Break
- March 31: Southwestern Scholarship Applications Due
- May 3–7: Final Exams
- May 7: Last Day Spring Semester/Spring Commencement

### Summer 2010 Session
- May 10–June 25: Career and Technical Education Session
- May 17–28: May Fast Track
- May 31: Memorial Day - College Closed
- June 1: Online Classes Begin
- June 1–25: Summer Session I, Arts & Sciences Classes
- June 25: Last Day Summer Session/Summer Commencement
- July 2–27: Summer Session II, Arts & Sciences Classes
- July 5: Independence Day - College Closed
- July 26: Online Classes End
- August 2–13: August Fast Track

* Paid in full or enrolled in FACTS tuition payment plan through SWCC business office (may enroll online by clicking e-cashier on SWCC's homepage).

## Academic Calendar 2010 - 2011

### Fall 2010 Semester
- August 18–20: Returning Student Registration
- August 23–24: New Student Registration
- TBA: Online Classes Begin
- August 25: Fall Semester Classes Begin
- August 25: Tuition and Fees Due *
- August 31: Last Day to Register/Add Classes
- September 6: Labor Day - College Closed
- October 1: Application Deadline for December Graduates
- TBA: Online First Eight-Week Accelerated Courses End
- TBA: Online Second Eight-Week Accelerated Courses Begin
- October 20: Mid-Term
- November 15: Spring Semester Registration Begins
- November 25–26: Thanksgiving - College Closed
- TBA: Online Classes End
- December 13–17: Final Exams
- December 17: Last Day of Fall Semester

### Winter Interim
- Go to [www.swift.edu](http://www.swift.edu) for winter schedule of Fast Track Classes (Dec. 20-31)

### Spring 2011 Semester
- January 3: 2011-2012 FAFSA Filing Reminder
- January 6–7: Final Registration Days
- January 10: Spring Semester Classes Begin
- January 10: Tuition and Fees Due *
- TBA: Online Classes Begin
- January 14: Last Day to Register/Add Classes
- January 21: Application Deadline for Spring and Summer Graduates
- March 4: Mid-Term
- TBA: Online First Eight-Week Accelerated Courses End
- TBA: Online Second Eight-Week Accelerated Courses Begin
- March 21–25: Spring Break
- March 31: Southwestern Scholarship Applications Due
- May 2–6: Final Exams
- May 6: Last Day Spring Semester/Spring Commencement

### Summer 2011 Session
- May 9–June 24: Career and Technical Education Session
- May 16–27: May Fast Track
- May 30: Memorial Day - College Closed
- TBA: Online Classes Begin
- May 31–June 24: Summer Session I, Arts & Sciences Classes
- June 24: Last Day Summer Session/Summer Commencement
- July 4: Independence Day - College Closed
- July 5–29: Summer Session II, Arts & Sciences Classes
- TBA: Online Classes End
- August 1–12: August Fast Track
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Message from our President

I am pleased you are taking time to explore the many learning opportunities Southwestern Community College offers its students. Southwestern is a comprehensive two-year public institution offering transfer courses, career and technical education programs, continuing education courses, and industrial training classes.

What is the makeup of our student body? Anyone who desires, and is committed to obtaining an education, is welcome. Our faculty and staff are dedicated to providing challenging learning experiences in an environment conducive to learning.

This catalog provides an introduction to the college. It is filled with valuable information about the programs and services available. Use it to assist you as you select and complete your course work at Southwestern. I also invite you to participate in student activities, such as clubs, athletics, music, and student government to get a well-rounded educational experience.

On behalf of the Board of Directors, administration, faculty and staff, I welcome you to Southwestern. We look forward to meeting you and assisting as you pursue your educational goals.

Dr. Barbara J. Crittenden
President

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Vision Statement
Southwestern Community College will be the center of educational excellence for the enrichment of our students and communities.

Purpose Statement
Southwestern Community College exists in order that Area XIV community members have the opportunity to gain skills and knowledge sufficient for successful employment, higher education achievement, or adult and continuing education.

Board of Trustees
Kenneth Rech, President
District 5
Dennis Davis, Vice President
District 1
Dr. Tony Cass
District 8
Janet DeMott
District 7
Susan Lane
District 4
Fred Shearer
District 2
Vicki Sickels
District 6
Jerry Smith
District 3

Core Values
- We are committed to providing an innovative learning community conducive to the lifelong learning of constituents.
- We value partnerships with members of the Area XIV community, Iowa Community College system, and others.
- We are dedicated to providing high quality, student-centered, accessible, and affordable education.
- We are dedicated to meeting the diverse needs of students.
- We are committed to providing educational opportunities for under-represented populations.
- We are dedicated to providing quality services, facilities, equipment and instructional technology for
arts and sciences education, career and technical education training, economic development, and adult and continuing education.

- We believe that people remain our greatest resource.
- We are committed to understanding social and economic trends and assessing, planning for, and addressing the needs of current and future constituents.

### College History

Southwestern Community College began operation as a part of Iowa's Community College system on July 1, 1966. In assuming its role as a new institution, Southwestern inherited the facilities and instructional programs of Creston Community College, which had been operated by the Creston Community School district since 1926.

The campus site was purchased in 1966. The first building on the site, the Instructional Center, was occupied in the summer of 1970. The campus expanded with the addition of the Student Center, Administration Center, and Technical Center. In 1995, an Area Arts and Wellness Center was constructed on the Southeast edge of campus. This building provides facilities for Adult and Continuing Education, a performing arts auditorium, and the YMCA with a gymnasium, Olympic-size pool, and many other recreation and fitness facilities. The campus also includes outdoor facilities for tennis, baseball, and softball.

In 1998, the Student Center was expanded by 3,320 square feet to house the college bookstore. A 7,500 square foot building with classrooms, offices, and a shop area was added at the agricultural site in 2001. A 7,650 square foot building, Technical Center II, was completed in 2004 to accommodate the structural drafting/structural engineering technology program and the business systems networking program. In 2006, a 16,500 square foot facility, the Allied Health and Science Center, became the new location for nursing education programs. That same year an apartment-style residence hall, Spartan Suites, was constructed to allow for an increase in demand for on-campus housing. The college currently has 15 buildings on approximately 200 acres.

In addition to a solid arts and sciences transfer program, a vast array of career and technical education programs are offered at Southwestern. A comprehensive program of Adult and Continuing Education has been successful throughout the college's eight-county district.

In 2000, Southwestern began offering online courses through the Iowa Community College Online Consortium (ICCOC). ICCOC is made up of seven Iowa community colleges. The consortium offers Online courses leading to various degree program options.

In addition to offerings at the main campus in Creston, Southwestern offers programming at two off-campus centers:

- The college's Red Oak Center was opened in 1985 to fill a growing need to serve the Montgomery County area of Southwestern's district. The center moved to a permanent location at 2300 North Fourth Street near Highway 34 in 1991. In 2001, Southwestern Community College, Red Oak High School, and the Montgomery County Development Board partnered to build a 30,000 square foot building, the Red Oak Technology Center. It is located adjacent to Red Oak High School.
- In 1992, the Osceola Center was opened in Osceola as a joint project between Southwestern Community College and Job Training Partnership Act (JTPA). The center is located at 2520 College Drive (west of Interstate 35). The building was expanded by 8,000 square feet in 1999.

Both centers provide arts and sciences classes, career and technical education classes, as well as customized training for local businesses and industries, Adult and Continuing Education classes, and high school equivalency preparation classes including General Educational Development (GED) testing.

Southwestern Community College is accredited by the Higher Learning Commission, North Central Association of Colleges and Schools Commission on Institutions of Higher Education. Most courses equivalent to the first two years of a bachelor's program are transferable to colleges and universities in Iowa and to higher education institutions in the rest of the United States.

### Accreditation

Southwestern Community College is accredited by the Higher Learning Commission, a commission of the North Central Association of Colleges and Schools: 30 North LaSalle Street, Suite 2400, Chicago, IL, 60602-2504, phone 1-800-621-7440. The college is also accredited by the Iowa Department of Education. Programs have been approved by the Veteran's Education Unit of the State Department of Education by the Veteran's Administration. The nursing education programs are approved by the Iowa Board of Nursing.

### Compliances

#### Educational Equity Policy Statement

It is the policy of Southwestern Community College to provide equal educational and employment opportunities and not to illegally discriminate on the basis of race/color, national origin, religion/creed, age, marital status, disability, sex, veteran status, sexual orientation, gender identity or associational preference in its educational programs, activities or its employment and personnel policies.

This institution shall provide program activities, curriculum, and instructional resources that will reflect the racial and cultural diversity present in the United States, as well as the variety of careers, roles, and life styles open to both men and women in our society. One of the objectives of its programs, curriculum, services, and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of race/color, national origin, religion/creed, age, marital status, disability, sex, veteran status, sexual orientation, gender identity, or associational preference. The curriculum, programs, and services shall foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a pluralistic society.

It is the policy of Southwestern Community College to affirmatively recruit women and men, members of diverse racial/ethnic groups, and persons with disabilities for job categories where they are
under-represented. A fair and supportive environment will be provided for all students and employees regardless of their race/color, national origin, religion/creed, age, marital status, disability, sex, veteran status, sexual orientation, gender identity, or associational preference. Harassment of a sexual nature or with demeaning intent related to race/color, national origin, religion/creed, age, marital status, disability, sex, veteran status, sexual orientation, gender identity, or associational preference or any other legally protected characteristic, made from one employee to another, from an employee to a student or vice versa, and from one student to another is a violation of this policy.

Employees, applicants for employment, applicants for enrollment, students, and their parents shall have the right to file a formal complaint alleging noncompliance by Southwestern Community College with federal and state regulations requiring nondiscrimination in educational programs and employment.

Inquiries or grievances related to this policy may be directed to: educational equity coordinator, Southwestern Community College, Administration Center, 1501 West Townline Street, Creston, IA 50801, (641) 782-1456 or 1-800-247-4023, ext. 456; the Iowa Civil Rights Commission in Des Moines (515) 281-4121 or (800) 457-4416; the Office of the United States Equal Employment Opportunity Commission (800) 669-4000 or TTY (800) 669-6820; or the Office of Civil Rights (Midwestern Division), United States Department of Education in Chicago, Illinois, (312) 730-1560, Fax (312) 730-1576, TDD (877) 521-2172 or email ocr@ed.gov.

**Accommodations**

Southwestern is committed to the regulations of the Americans with Disabilities Act in making reasonable accommodations for students or patrons of the college in accessing its facilities. Any student with a disability wanting to request accommodations should notify the college administration of his/her needs, and the college will do what is reasonable to affect changes and assist the student in being successful in the college environment.

The Educational Equity Committee is composed of employees representing all levels at Southwestern as well as student representatives. The committee meets at least twice a year to review equity activity and to monitor compliance of recommendations for accessibility and accommodations at all of our locations.

For further assistance regarding accommodations or to identify special needs, students should contact the counselor/special needs coordinator, Administration Center, (641) 782-1458. A student who feels his/her accommodation needs have not been met should contact the director of human resources and educational equity coordinator, Administration Center, (641) 782-1456.

**Sexual Harassment and Consensual Relationships**

**Sexual Harassment** - Sexual harassment is a violation of Title IX of the 1972 Educational Amendments in that it constitutes differential treatment on the basis of sex. Title IX applies to any educational program or activity and protects both students and employees.

**Consensual Relationships** - Southwestern Community College is committed to maintaining a learning environment characterized by professional and ethical behavior. Amorous relationships between individuals in inherently unequal positions are a basic violation of professional ethics, regardless of the appearance of mutual consent.

Compliance with Southwestern’s administrative procedures on sexual harassment and consensual relationships is mandatory. Noncompliance with federal and state regulations requiring nondiscrimination in educational programs may result in disciplinary action. Southwestern has an affirmative duty to take a timely, corrective action for any complaint of sexual harassment and to require its faculty and staff to implement its harassment policies.

Inquiries, concerns or complaints regarding the conduct of any member of Southwestern’s faculty or staff as it relates to these policies should be directed to: the college’s educational equity coordinator, Administration Center, (641) 782-1456.

**Drug-Free Workplace and Campus**

It is the policy of Southwestern Community College to establish a drug-free workplace in accordance with the Drug-Free Workplace Act of 1988 and a drug-free school and campus in accordance with the Drug-Free Schools and Communities Act Amendment of 1989 (Public Law 101-226). It is the interest and obligation of the college to provide a drug-free, healthy, safe, and secure environment for its staff and students.

The unlawful possession, distribution, dispensation, manufacture, or use of illicit drugs and alcohol by employees and students on college premises, while conducting college business off-campus, or as part of any of its activities is strictly prohibited. A complete description of this policy can be found in the Southwestern Student Handbook.

**Campus Smoke/Tobacco-Free Policy**

In accordance with House File 2212, which was enacted by the General Assembly of the State of Iowa, Southwestern became a smoke/tobacco-free campus on July 1, 2008. Smoking and the use of tobacco is prohibited on any college owned property. If anyone is smoking on campus, they are in violation of this policy. Student violations of this policy will be treated as a violation of the student code of conduct. The campus fine for smoking violations is a $25 fine. The civil penalty for violating this law is $50. Southwestern staff will assist with the enforcement of this policy. Students interested in smoking cessation programs may contact a wellness professional at Greater Regional Medical Center, (641) 782-3518 or go online at www.quitlineiowa.org.

**Student Right to Know**

Information regarding graduation/completion and transfer-out rates of Southwestern Community College’s general student body and student athletes is updated on an annual basis. This information is available upon request from the Registrar’s Office.

**Compliance with Federal and State Laws**

Southwestern Community College will comply with the Federal Student Right-to-Know and Campus Security Act; Public Law
Limitations of Catalog Information
This catalog should not be considered a contract between Southwestern Community College and any prospective student. The Board of Directors of Southwestern Community College reserves the right to make changes in graduation requirements, costs, curriculum, course structure and content, the calendar of operations or any other part of the content of the catalog during the life of the catalog and without notice.

Student’s Responsibility for Catalog Information
Each student is responsible for being familiar with the information appearing in this catalog. Failure to read the regulations will not be considered an excuse for noncompliance.

Buildings/Facilities

Administration Center
The Administration Center houses the Office of the President, Business, Financial Aid, Counseling, Admissions, and Registrar Offices, as well as the Office of Instructional Services, Economic Development, and other related administrative offices.

Agricultural Site
The Agricultural Site includes classrooms, offices, and a shop area. This site also includes a student-operated agricultural lab and grain storage facilities.

Allied Health and Science Center
The Allied Health and Science Center, which houses the college’s nursing programs, is a state-of-the-art building with a 15-bed lab room, 110 seat auditorium, computer lab, and spacious classrooms.

Instructional Center
This unique structure of 105,000 square feet houses the majority of classrooms and instructional programs. Also located in this building are the Assessment Center, Career Services, Student Support Services (SSS), Iowa Communications Network (ICN) classrooms, Learning Resource Center (LRC), and the Copy Center.

Parking Facilities
Parking facilities are available on campus for students and staff. All vehicles used as transportation to the College by students and staff must be registered with the Business Office. Vehicle regulations are outlined in the Southwestern Student Handbook. Cooperation and consideration on the part of all drivers are needed to keep the parking situation manageable.

Performing Arts Center
The Area Arts and Wellness Center houses the Adult and Continuing Education division and the YMCA. The Southwestern Community College Performing Arts Center features a performing arts auditorium, multipurpose classroom, and Adult and Continuing Education Offices. The YMCA is well-equipped with a gymnasium, Olympic-size pool, walking track, weight room, cardio room, and racquetball courts.

Residence Halls and Other Facilities
The campus includes Wilson Hall (female) and West Hall (male). These rooms are designed for double occupancy. Each building has a student lounge for relaxing with friends or group studying activities. Each room is furnished with two beds, dresser, desk and chair, as well as a closet area.

Spartan Suites is Southwestern’s coed apartment-style residence hall. Each suite features four private bedrooms—each furnished with a bed, dresser, a desk and chair, as well as a closet. Individual suites also include two bathrooms, a living room and a kitchen area with a full size refrigerator, stove and microwave. Additional amenities exclusive to Spartan Suites include central air conditioning and a student lounge with a 60” T.V. for all students living on-campus. The campus includes outdoor facilities for tennis, baseball, softball, basketball, and sand volleyball, as well as other outdoor recreational activities.

Student Center
The Student Center includes an entertainment area, snack bar, cafeteria, and the Southwestern Bookstore on the upper level. Located on the lower level are a gymnasium, weight room, saunas, and locker and shower facilities.

Technical Centers I and II
Due to expansion of career and technical education offerings, Technical Center I was built in 1975. It houses carpentry and building trades, the Educational Talent Search office (ETS), an Iowa Communications Network (ICN) room, and the welding shop. This building has large, well-equipped shop areas and classrooms. Customized training staff and Iowa Vocational Rehabilitation Services Offices are also located in the Technical Center I. In the fall of 2003, Southwestern opened an 8,000 square-foot facility, Technical Center II. It is the home for structural drafting and business systems networking.

Adult and Continuing Education
Adult and Continuing Education offers opportunities for training and retraining, upgrading skills, gaining new knowledge, and enjoying the excitement of learning. Lifelong learning opportunities are available virtually in every community throughout the college district. The Adult and Continuing Education division meets continuing education needs by providing diverse, low cost offerings through cooperative efforts and partnerships with industries, agencies, hospitals, local school
districts, and businesses. Fees assessed to students will vary according to the program and length of instruction.

**Adult Literacy Programs**

**Adult Basic Education (ABE)** offers assistance to adults who are interested in basic skills improvement including job-related and life-coping skills, reading, writing, math, and English. Class time may vary according to student needs; but generally, classes will meet one or two times a week for two or three hour sessions. The groups are small and informal, and each student studies at his/her own pace.

Comprehensive Adult Student Assessment System (CASAS) basic skills certificates are used to document the learning process for adult students functioning academically below the General Educational Development (GED) level. The certificate program offers incentives for learning, as well as a common language among literacy partners.

**English Literacy (EL)** classes of instruction are designed to help adults, who are limited English proficient, achieve competence in the English language. Classes meet one to two times weekly in the communities of Lenox, Creston, Red Oak, and Osceola.

**Workplace Education** offers adults a chance to develop reading, writing, math, communication, critical thinking, problem solving, and English language skills. These skills are needed to be able to meet the demands of today’s quickly changing work environment. These programs are set up on an as needed basis and are customized to meet employees’ needs.

**Family Literacy** programs enable families to learn together and help improve literacy through the four components of adult education, child education, parent education, and parent and child time. Southwestern is a literacy partner with agencies, organizations, and businesses to provide the adult education component for family literacy projects.

**High School Equivalency Preparation** classes offer review in the five areas covered on the General Educational Development (GED) Tests. This testing program enables adults who did not complete high school to take a series of five tests to demonstrate academic achievement. Upon successful completion of the test, adults are eligible to receive the Iowa High School Equivalency Diploma issued by the Iowa Department of Education. The five subject areas are:

- Language Arts, Writing
- Social Studies
- Science
- Language Arts, Reading
- Mathematics

High school equivalency preparation classes are located at various sites within the eight counties Southwestern serves. Southwestern Community College Adult and Continuing Education supplies resource and study materials. Books and study guides may be purchased for a minimal cost.

A testing, diploma, and processing fee is required for the battery of five tests. A student has two years to successfully complete the full battery of tests or a reactivation fee is assessed. A student must meet certain requirements if he/she is less than 18 years of age. GED transcripts are available for a fee.

**Career and Vocational Training**

Credit or non-credit courses and short term training programs designed for those who desire to upgrade their skills or those who are training for a new career.

**Health Services and Allied Health** - Programs in health service occupations prepare individuals for either entry into specialized training programs or a variety of concentrations in allied health areas. This instruction includes basic sciences, research and clinical procedures, and aspects of the subject matter related to various health occupations. This includes state-approved Emergency Medical Services training courses at the First Responder, Emergency Medical Technician (EMT)-Basic, EMT-Intermediate, and Iowa Paramedic levels. Instructional programs that prepare individuals to practice as healthcare professionals and assistants may include nurse aide, medication aide, resident attendant and medication manager training, and limited practice radiography.

Southwestern Community College is designated an American Heart Association Education Center. Blood borne pathogens and all levels of CPR and first aid are available.

**Fire Science** - Courses are available for individuals pursuing fire careers in either a professional or volunteer capacity. Firefighter I and Firefighter II courses are offered for preparation in taking the state certifying examination. Continuing education in a variety of fire science areas is offered to trained rescuers to assist them with furthering their knowledge in a variety of areas including rope rescue, live burn simulations, vehicle extrication, and other classroom and hands-on learning environments.

**Institutional Food Service Training** - Training programs offered for individuals who desire careers in the dietary departments of long-term care facilities and/or hospitals.

**Real Estate and Insurance Training** - Programs include 60-hour Real Estate Sales Prelicense, Life and Health Insurance, and Property and Casualty Insurance Prelicense training.

**Computer and Technology Education** - Classes are offered on the main campus and satellite centers. Whether an adult wants to upgrade or learn new computer skills for a job or personal use, Southwestern offers a wide range of computer technology training opportunities. For other career training opportunities, call (641) 782-1449 or (641) 782-1441.

**Community Education**

Courses are offered for gaining knowledge and/or understanding valuable skills used throughout life to enhance functioning in society. Courses are also offered in the areas of leisure and recreational, casual culture, wellness, and self-enjoyment.

**Customized Training**

Special courses and programs may be developed and presented in-plant or off-site to meet the unique needs of a particular industry or business. Workshops, seminars, and classes can be offered for employees at any level. Topics range from business communications to customized computer training to health and safety. Representatives of business and industry within the college district are invited to contact Adult and Continuing Education staff to discuss training needs.
Employability and Academic Success
Courses are designed for the specific purposes of upgrading the skills of persons seeking employment, presently employed, and retraining for new employment. Courses are also available for the advancement of knowledge in traditional educational studies, such as math, science, literature, and history for the purpose of preparing for college or career.

Family and Individual Development and Health
Courses are offered to help individuals learn how best to function in family, work, and community settings and how they relate to their physical, social, emotional, and intellectual environments. Examples of development include interpersonal relationships, parenthood education, child and adolescent psychology, and family resource management. Examples of health include childbirth education, substance abuse prevention, disease management and prevention, and adjustment to disability and hearing impairments.

Mandatory Continuing Education
Southwestern Community College offers courses and programs mandated, recognized, and/or court ordered by state or federal guidelines. Some offerings are organized educational instruction designed to meet legislated or licensing requirements as defined in the Code of Iowa.

Non-Credit Online Courses
Here is an opportunity to learn from home. Non-credit online courses offer a wide range of topics including computer programming, Internet basics, software applications, test preparation, writing, personal enrichment, business/entrepreneur, and business administration/management. More than 100 courses are available. Online Career Certificate programs are offered in the areas of medical transcription, medical terminology, administrative medical assistant, billing and coding, pharmacy technician, graphic design, HVAC technician, veterinary assistant, webmaster, and website design.

Recertification and Relicensure Continuing Education
Programs have been designed for individuals employed in occupations that require less than a four-year degree and who are required to be recertified or relicensed. Programs have also been designed for individuals employed in occupations that require a four-year college degree or above and are required to be recertified or relicensed.

Continuing Education is documented by the granting of Continuing Education Units (CEUs) and Continuing Education Hours (CEHs). CEUs and CEHs are earned through participation in organized non-credit or credit activities. The College cooperates with the various licensing certification boards to assure offerings meet state requirements.

Small Business Education
Classes and workshops are offered for taxes, accounting software, business planning, basic accounting, business and financial management, and computers. These classes are collaborative efforts between Adult and Continuing Education and Iowa Small Business Development Centers.

TriUMPH Early Childhood Program
The TriUMPH Early Childhood Program is a collaborative effort between the Dekko Foundation and Southwestern Community College. TriUMPH was formed to support early care and education programs in improving the quality of services offered to children and families in the SWCC area. A particular emphasis is placed on those programs in Clarke, Decatur, Lucas, Ringgold, and Union counties.

TriUMPH provides the following:
- Professional Development
- Teacher Mentoring
- Administrator Mentoring
- State Voluntary Preschool Support
- Child Development Associate Credential Advising and Support
- Associate of Arts Degree with Early Childhood Emphasis
- Non-Profit Board Training and Support

- Early Childhood Institute
- TriUMPH Resource Library - Osceola

Child Development Associate (CDA) Training Program is a national credential for those in the early care and education field. Started in 1971, the CDA Program was designed to enhance the quality of childcare by increasing and recognizing the competence of those who care for young children. A CDA may be earned for preschool, infant/toddler, or family child care. The first step in earning a CDA credential is to complete 120 hours of training from an agency or institution with expertise in early childhood teacher preparation. As a community college, Southwestern is able to offer CDA classes with a grant from the Dekko Foundation. Southwestern offers 120 hours of training a year; 60 hours are classroom hours and 60 hours are completed with a self-study text. This text requires the candidate to read and report, observe children, and plan activities. The candidate will be observed and must demonstrate competence in all CDA areas. Candidates may complete the program at their own pace, though the program is set up to allow a candidate to complete the training within 12-18 months. CDA is open to all Southwestern's area counties.

The TriUMPH Center Support Project provides site visits that include observation and assessment, goal setting, feedback sessions with directors and teachers, on-site training for staff on specific topics, and technical assistance for accreditation. Follow up support includes gathering materials for directors or teachers, placing orders for equipment needed for classroom environments, and arranging staff visits to accredited programs. Support is based on a center’s commitment to involvement in both training and working on the accreditation process. A yearly retreat is offered for preschool and infant/toddler teachers. This program is offered only in Clarke, Decatur, Lucas, Ringgold, and Union counties.

The Leadership Development Program provides training and technical assistance to early care and education staff in supervisory positions. Support and training is also available for the boards of directors of these programs. Research has shown childcare quality is greatly influenced by the expertise of the leadership in a program; therefore, training is designed to provide various topics in both program management and early
Economic Development Services

The Southwestern Community College Economic Development staff works with businesses and communities to enhance the economic development of the region by identifying training monies and providing training services that will attract new business and industry or expansion of existing business. Area businesses and industries are provided opportunities to improve productivity through customized training. Through these services, local citizens, government, and education are brought together in a commitment to productivity, profitability, and quality work force.

Education Foundation

The Southwestern Education Foundation is a non-profit corporation established to raise funds to support the College in ways that are not supported by taxes, tuitions, or grants. The major focus of the Foundation is to support student scholarships and other institutional needs. The Foundation receives all tax deductible gifts, trusts, and memorials made to the College. The Foundation is governed by a board of Area XIV community leaders nominated by the Southwestern Community College Board of Trustees and elected for a minimum term of three years.

Off-Campus Centers

Southwestern Community College has off-campus centers located in Osceola and Red Oak for the convenience of students and communities in the merged area. The centers offer a full range of academic courses, as well as adult and continuing education services. In addition to on-site classes, distance-learning opportunities are available through the Iowa Communications Network (ICN) and the Iowa Community College Online Consortium (ICCOC).

The Osceola Center

Southwestern established the Osceola Center in 1993, originally located in a store front near the town square. The current location is just west of the Interstate 35 and Highway 34 intersection. The center houses two fiber-optic classrooms and one computer lab. In April of 2000, an extensive remodeling project was completed adding several new classrooms, an industrial lab, and an additional computer lab, as well as added office space for staff and Workforce Development. The Osceola Center offers the associate of arts degree, as well as a variety of courses in business, accounting, and computer science. Adult and Continuing Education courses, GED and English language learning classes are available in Osceola as well.

High school students benefit from concurrent enrollment courses offered at the high schools, at the center, and online. High school Tech Prep programs in Osceola include carpentry and medical terminology.

Red Oak Center

2300 North 4th Street
Red Oak, IA 51566
Student Information

Admissions
Residency
Assessment Services
Registration and Academic Policies
Academic Information
Distance Education
Graduation Information
Academic Certificates/Diplomas/Degrees
General Education Competency Areas
Educational Costs
Financial Aid
Admissions

Admission Policy for Credit Programs
Southwestern Community College maintains a liberal policy of admission for all students. Every student must complete a formal college application to be considered for admission to the College.

The student must meet at least one of the following requirements: graduation from an accredited high school, successful completion of the General Educational Development (GED) Test, successful completion of home schooling, or evidence of demonstrated interest, aptitude, or the ability to benefit.

Admission to the College does not ensure admission to all programs offered. Admission to specific programs is granted only after all admission requirements have been completed. The College reserves the right to assist in the placement of students in specific programs based on information gathered through assessment, previous educational achievement, and pre-enrollment advising.

The College establishes the maximum number of students who can enroll in specific programs. Once a program becomes filled, those students who have applied for admission to that particular program will be placed on a program waiting list. If a vacancy occurs, the first person listed will be contacted to fill the opening, with the exception of nursing.

The College reserves the right to evaluate requests for admission, when deemed to be in the best interest of the student and/or the College. Individuals applying for admission to the College are expected to conduct themselves in an appropriate manner consistent with the expectations outlined under the Student Code of Conduct in the Southwestern Student Handbook. Failure to do so may result in a denial of admission. The College has the right to establish admission requirements that are higher than the basic policy.

Admission materials are to be submitted to: Admissions Office, Southwestern Community College, 1501 West Townline Street, Creston, IA 50801.

Application Steps
A. Application for Admission - Submit a completed application for admission online or by mail to the Admissions Office.

B. High School Transcripts - Submit a copy of the student’s final high school transcripts, GED certificate, or home schooling documentation to the Admissions Office.

C. College Transcripts - If the student has attended other colleges or universities, an official transcript from each college or university attended must be submitted. A transcript is official only when it arrives in the mail directly from the Registrar’s Office of the previous institution. This is required even if the student does not wish to have previous course work evaluated or transferred to Southwestern.

D. Entrance Tests - In recognition of the varying skill levels of entering students, Southwestern Community College uses the ACT and COMPASS test. Results from these tests are used as placement guides, which enable advisors to better advise students with course selection and scheduling. Test scores must be on file with Admissions prior to registration. See Assessment Center section for specific information.

The COMPASS test is given in the Assessment Center, Room 215, of the Instructional Center by appointment. An appointment to test may be scheduled by calling (641) 782-1320. In lieu of the COMPASS test, Southwestern will accept the following from students:

- A documented composite score of 19 on the ACT or an equivalent SAT score of 910 (combined math and verbal) or above.
- Documented scores on the COMPASS test taken within the past three years at Southwestern or elsewhere.
- Successful college work within the past three years consisting of a minimum of 12 credits with a “C” grade or better in each class, including three credits in English and three credits in math.

It is the responsibility of each student to see that necessary documentation is on file with the Admissions Office prior to registration.

The primary purpose of assessment is to help enhance student success at Southwestern. Assessment results will enable the College to improve academic advising and course placement. Areas measured by the COMPASS test include reading skills, numerical skills, and language usage skills.

E. Other - Completion of any other program or course prerequisites for the specific program for which application has been made.

Note: A $50 non-refundable deposit is required for accepted students in selected career and technical education programs. This deposit secures the student’s spot in the program and is applied toward the student’s tuition and fees upon enrollment.

High School Students
Southwestern Community College offers opportunities for qualified high school students to enroll in credit classes when recommended and approved by the student’s parents/legal guardian, principal or guidance counselor, and Southwestern.

- High school students and home schooled students may enroll in college credit classes, if the approval, testing, and other requirements outlined have been met.
- High school students and home schooled students will be required to meet the same academic standards as other Southwestern students and will be awarded the same credit for courses successfully completed.

Post Secondary Enrollment Option (PSEO)
Eligible high school students may be accepted for admission to Southwestern under Iowa’s Postsecondary Enrollment Options Act. Approval by the high school is mandatory before any high school student may be accepted under this program. If approved and accepted, the high school pays up to $250 per course for the cost of tuition, fees, and books. If the student fails or does not complete the course, the student, parents, or legal guardians are responsible to reimburse the high school for payment.

High school students requesting admission must:

- Submit a Southwestern Post Secondary Application for Admission.
**Home Schooled Students**

Home schooled student applicants requesting admission must:

- Submit a completed application for admission to the Admissions Office.
- Submit proof of successful completion of home schooling requirements/curriculum.
- Submit verification letter from someone other than a family member (i.e. mentor, tutor, librarian, etc.)
- Complete a COMPASS test or submit documented ACT composite score of 19 or above.
- Meet with an academic counselor from the College prior to registration.

**Articulation Agreements**

Through the articulation process, students can receive tuition-free college credits toward graduation from high school by successfully completing certain high school courses identified to have college-level material within the career and technical education fields of study. Southwestern’s faculty have met with high school teachers to compare course offerings and then develop courses accordingly. Articulation is a savings of time and financial resources for the student interested in a time-shortened degree or increased competence and employment potential for the student interested in an advanced skills degree. High school guidance counselor(s) should be contacted for a listing of courses currently qualifying for articulation with Southwestern Community College.

**English Proficiency**

All applicants whose first language is not English will be required to submit evidence of English proficiency by completing a Proof of English Proficiency Form.

**International Students**

A student from a country other than the United States must, in addition to all regular college and program requirements, complete the following:

A. Complete an application for admission. Please do not apply online.
B. Submit a $75 international student processing fee.
C. Submit official records of attendance and transcripts for all schools, English language programs, and colleges attended.
D. Submit Proof of English Proficiency Form – show evidence of English proficiency required by the College. The student must also submit:
   - TOEFL (Test of English as a Foreign Language) Exam by achieving a minimum score of 68 on the Internet-based test, 173 on the computer-based test, or 500 on the paper-based test; or
   - Official transcript from previous college experience in the United States from an accredited college/university. Transcript must prove completion of one writing intensive course equivalent to composition I (ENG 105) and one reading intensive course with a “C” grade or better.
E. Submit COMPASS test scores or documented ACT composite score of 19 or an equivalent SAT score of 910 (combined math and verbal) or above on file with the Admissions Office. All students are required to test prior to registration.
F. Complete Student Financial Statement – show evidence of ability to meet all educational and living expenses, while attending Southwestern Community College. The student, family member, or sponsor is required to show financial support of approximately $15,000 (USD) for the period of one year.

After completing these procedures, the College will issue an I-20 which is a Certificate of Eligibility for non-immigrant (F-1) form through the U.S. Department of Immigration and Customs Enforcement utilizing the Student and Exchange Visitor Information System (SEVIS). The student presents the I-20 form, I-901 fee payment receipt, and financial documentation to the United States Consular Office in the country where he/she is applying for a student visa. The U.S. Consular Office makes the final decision on admission to the United States for study.

No decisions regarding admission will be made until the Admissions Office receives all required documents, as well as paid processing fee. All transcripts and other documentation must be translated into English.

**Visiting Students**

A student who is regularly enrolled at another college or university and wants to take a course(s) at Southwestern to immediately transfer back to his/her home college may be accepted as a visiting student at Southwestern. A visiting student may also be an individual who wants to take a course(s) for personal or professional development and is not seeking a degree. The visiting student does not need to submit transcripts. If the student wants to take a math or English course, the student must submit an official ACT or COMPASS test score. A visiting student may not enroll in more than six credits per term. The student must submit an application for admission and indicate he/she is a visiting student.

**Transfer Students**

Students who wish to transfer from another college/university are eligible to apply for admission with advanced standing. Students transferring to Southwestern from other institutions will have their credits evaluated on an individual basis. Transfer credits will be considered only when earned at an institution accredited by regional accreditation associations, such as the Higher Learning Commission. All transfer students are advised to consult with the Admissions Office well in advance of the beginning of each term so that transfer status may be established. Credit will be granted for courses taken at other accredited institutions in which the student earned a
grade of “C” (2.00 on a 4.00 scale) or better. Credit will only be awarded for courses in which a grade of “D” has been earned, providing the student’s overall grade point average from the transferring institution is “C” (2.00 on a 4.00 scale) or better. Credit is only awarded with no impact on the GPA. Grades of “D” will not be accepted for any required courses in the nursing education program. Transfer students enrolling in classes will be required to take the COMPASS test, to have an ACT composite score of 19 or higher, or to have successful college work within the past three years consisting of a minimum of 12 credits with a “C” grade or better in each class, including three credits in English and three credits in math.

The College Experience
The College Experience is a one credit course designed to help students develop academic success skills by connecting students to college resources and facilitating participation in college culture. Activities include study and classroom performance strategies, personal exploration and development, academic and career planning, and exploring the college experience.

Success Seminar
Any first-time, full-time career and technical education student is required to complete Success Seminar, a .5 credit course, prior to starting classes. Success Seminar is designed to introduce students to information and skills needed to achieve student success.

Admission Policy for Acceptance of Career and Technical Education Credit Toward Associate Degrees
Southwestern Community College accepts career and technical education credits that can be applied toward an associate degree. The following explains the usage of associate of applied science degree/diploma credits:

A. All career and technical education credits earned in resident coursework will be accepted; however, only 16 career and technical education credits will be applicable toward the associate of arts (AA) or associate of science (AS) degrees. They may not be used to satisfy core or general education requirements.

B. Any variation of these provisions in relation to transfer from another accredited Iowa community college of career and technical education credits acceptable toward Southwestern’s associate of arts or associate of science degrees will be decided in accordance with the other community college’s internal articulation policy provided that:

1. A statement of that community college’s policy on internal articulation of career and technical education credits toward their own associate of arts and associate of science degrees is on file with the Admissions Office at Southwestern.

2. The sending community college’s transcript clearly indicates which career and technical education courses are acceptable toward their associate of arts or associate of science degrees.

The following explains the general procedures in order for student to use career and technical education credits:

A. A student must apply through the Registrar’s Office for evaluation of career and technical education credits for acceptance toward an associate of arts or associate of science degrees.

B. A student must complete the required general education courses to receive the associate of arts or associate of science degrees.

C. A student must still meet all requirements as specified in the Southwestern catalog. A combined total of 16 career and technical education credits may be applied toward the AA or AS degrees. If a student has earned more than 16, the most recent credits will be used.

D. A student must earn a minimum cumulative grade point average of 2.00 in all coursework applied toward the degree sought.

E. A student should understand that transferability to another institution is dependent upon the institution’s policy. Each student should communicate with the institution to which he/she plans to transfer as to transferability of credit.

Residency

General
A person who has been admitted to Southwestern Community College shall be classified as a resident or non-resident for admission, tuition, and fee purposes. A person classified as a resident shall pay resident tuition costs. A person classified as a non-resident shall pay non-resident tuition costs.

Determination of Residency Status
In determining a resident or non-resident classification, the primary determination is the reason a person is in the state of Iowa. The second determination will be the length of time a person has resided in Iowa. If a student is in the state primarily for educational purposes, that person will be considered a non-resident. The burden of establishing the reason a person is in Iowa for other than educational purposes rests with the student. Some of the various types of acceptable documentation to claim residency status are written and notarized documentation from an employer that the student is employed in Iowa or a signed and notarized statement from the student describing employment and sources of support, an Iowa state income tax return, an Iowa driver’s license, an Iowa vehicle registration card, and Iowa voter registration card or proof of Iowa Homestead credit on property taxes. In all events to be determined a resident of Iowa, the individual must document residing in the state of Iowa for at least 90 days prior to the beginning of the term for which he/she is enrolling.

Residency of Minor Students
The domicile of a minor shall follow that of the parent with whom the minor resides except where emancipation of said minor can be proven. The word “parent” herein used shall include legal guardian or others in cases where the lawful custody of a minor has been awarded to persons other than actual parents.

A minor living with a resident of Iowa who is legally responsible for the minor shall be granted resident status if the minor has lived with the Iowa resident for at least 90 days immediately prior to enrollment. The residency status of an
emancipated minor shall be based upon the same qualifications established for a person having attained majority.

Residency of Adult Students
A person who reaches the age of majority, while their parents were residents of the state, shall be classified as a resident. A person who is married under the age of 18 shall be classified as a resident, if the person’s parents were residents of the state at the time such person was married and the person is not domiciled in another state. A person who has reached the age of majority shall be classified as a resident, if the person has established a domicile within the state of Iowa at least 90 days prior to the opening day of the academic term for which the person enrolls.

Residency of Students Who Are Not Citizens of the United States
A person who is a refugee or who is granted asylum by an appropriate agency of the United States must provide proof of certification of refugee or asylum grantee status. A person may be accorded resident status for admission and tuition purposes when the person comes directly, or within a reasonable time, to the state of Iowa from a refugee facility or port of debarkation and has not established domicile in another state.

A person who has immigrant status and his or her spouse or dependents, may establish Iowa residency in the same manner as a United States citizen.

A person who has non-immigrant status and who holds a non-student visa, and his or her spouse or dependents, may establish residency in the same manner as a United States citizen. An alien who has non-immigrant status and whose primary purpose for being in Iowa is educational is classified as non-resident. A “student visa” is prima facie evidence of non-residency, i.e., in a rare case, a student holding the visa could overcome the presumption of non-residency.

Residency of Federal Personnel and Dependents
A person and his/her spouse who has moved into the state of Iowa as the result of military or civil orders from the federal government, and the minor children of such a person, are entitled to immediate Iowa residency status.

Veterans Exemption
A military service veteran who was a resident of the state of Iowa prior to entering the service shall be classified as a resident, if the veteran returns to Iowa upon separation from service and his/her separation papers are filed with the county recorder.

Reclassification of Residency Status
It is the responsibility of a student to request a reclassification of residency status. If a student is reclassified as a resident for tuition purposes, such classification shall be effective beginning with the next term for which the student enrolls. In no case shall reclassification to residency status be made retroactive for tuition and fee purposes, even though the student could have previously qualified for residency status had the student applied. Students may make application for reclassification of residency through the Registrar’s Office, Administration Center.

Appeal
The decision of the residency status of a student for admission, tuition, and fee purposes may be appealed to the College Review Committee. If the matter is not resolved at this point, a student may submit a written appeal within five days to the dean of student services. The facts will be reviewed to determine if the student’s due process was protected and then render a final decision.

Assessment Services
Students, potential students, and others are offered opportunities for evaluative services in the assessment center. A variety of academic and vocational assessments are available on request, enabling examinees to clarify interests and abilities. Referrals are accepted from Iowa Vocational Rehabilitation Services, Workforce Investment Act (WIA) personnel, private industry, and other agencies.

Entrance Testing
All students enrolling full-time at Southwestern Community College in arts and science, career option, or career and technical education programs are required to take the COMPASS test prior to registration. Please refer to the nursing section for additional nursing testing requirements. In addition, any student enrolling for his/her seventh credit or enrolling for a math or English class must test. All high school students are required to have test scores on file prior to registration.

In lieu of the COMPASS test, Southwestern will accept the following.

- A documented composite score of 19 or above on the ACT or an equivalent SAT score (combined math and verbal score of 910 or above).
- Successful college work within the past three years consisting of a minimum of 12 credits with a “C” grade or better in each class, including 3 credits in English and 3 credits in math.

*Students entering the LPN or ADN programs are required to take the COMPASS test.

The COMPASS test is a computerized adaptive test for placement, advising, and diagnostic purposes. The COMPASS test measures skill levels in reading, writing, and mathematics. The test is an untimed assessment customized to meet Southwestern’s needs. Acceptance of ASSET scores, in lieu of COMPASS test scores, will be at the discretion of the Southwestern assessment coordinator and the dean of student services.

Documented scores on the COMPASS test are good for three years. An exam must be taken within three years from the date of enrollment. Testing may be done at Southwestern or with another accredited college. It is the responsibility of each student to see that necessary documentation is on file with the Admissions Office prior to registration.

The COMPASS test is administered free of charge the first time it is taken. Retakes are administered at a fee of
$5.00 per individual test. A $10 fee and written request are required to have scores sent to another institution.

COMPASS tests are given by appointment on the Creston campus and at the Red Oak and Osceola centers. To schedule an appointment, contact the appropriate campus or center directly: Assessment Center, Creston Campus (641) 782-1330, Osceola Center (641) 342-3531, and Red Oak Center (712) 623-2541.

If the campus or center is closed for any reason on a testing date, testing will not take place.

Any student needing accommodations in order to test must contact the Southwestern assessment coordinator located on the Creston campus and make arrangements prior to testing, (641) 782-1330.

**CLEP/DANTES (College Level Examination Program/ Defensive Activity for Non-Traditional Education Support) Credits**

The Assessment Center is a national test center for CLEP and DANTES Examinations. The programs, sponsored by the College Board and the Educational Testing Service, offer subject examinations that correspond to specific college courses. The examinations are administered by appointment.

A. Southwestern Community College will award credit based on scores obtained on CLEP/DANTES subject examinations.

B. CLEP/DANTES credits will be recorded on academic transcripts for a $15 recording fee. The type of exam will be noted on the transcript.

C. CLEP/DANTES credits will not be granted for duplicate credits of courses already taken, for a course which the student does not meet the stated prerequisites listed in the college catalog or for a course which is a prerequisite for which credit has previously been earned.

D. A maximum of 30 credits will be allowed for CLEP/DANTES Exams.

E. For CLEP/DANTES Exams, the Accelerated Career Education (ACE) credit recommendations will be followed for credit award.

F. A minimum of 12 credits of college credit must be earned at Southwestern Community College before CLEP/DANTES credit may be applied to the permanent record.

G. Credit earned through CLEP/DANTES will not be given grades nor will it be considered in determining grade point average.

For further information, contact the Assessment Center.

**Advanced Placement Tests**

Southwestern Community College will accept results of Advanced Placement (AP) Examinations. A minimum score of three will be required for issuing credit. AP credit will be recorded on academic transcripts for appropriate recording fees after 12 hours of college credit is earned at Southwestern. Credit will not be granted if it duplicates credit for courses already taken. AP credit will not be given grades nor will it be considered in determining grade point average.

**Additional Assessments**

Southwestern is a test site for Pearson VUE exams, Iowa Pesticide certification, Iowa Dental Board exams, and numerous career assessments. For additional information or an assessment appointment, call (641) 782-1330

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**Registration and Academic Policies**

**Change of Personal Information**

If a student changes a local or permanent address, his/her name, major, telephone number, e-mail address or any other information, it is the student's responsibility to report such changes to the Registrar's Office.

**Registration**

Registration includes securing official approval of the schedule of classes and meeting tuition and fee payment obligations. Registration should be completed prior to or on designated registration dates at the beginning of each term. Registration should always be preceded by a careful study of one's curricular needs regarding the course or program offerings available. The registration process should include a conference with a faculty advisor and/or college counselor. Students are urged to arrange for early conferences in planning for any future terms. Counselors are available during the summer months. As part of registration and/or class placement, specific testing may be required.

**Advising**

All arts and sciences students will be assigned a faculty advisor in accordance with their chosen majors. Career and technical education faculty serve as advisors to students in their programs. It is the student’s responsibility to be informed about the requirements for his or her degree/diploma and to ensure that these requirements are met.

Academic advising is an essential element of the student’s educational experience. It is a process through which the student can do any of the following:

- Make appropriate course selections each semester.
- Discuss general education requirements and academic progress.
- Discuss any problems which may affect academic performance.
- Add or drop a course.
- Check on graduation requirements and obtain transfer information.
- Discuss career considerations.

It is the student’s responsibility to contact his/her advisor at least two to three times each semester. Two specific times would be at mid-term to discuss his/her grades and academic progress, then again when it is time to pre-register for the next semester's classes. Students should become familiar with their advisor's office hours and make an appointment if they wish to speak to their advisor.

**Cancellation of Courses**

The College reserves the right to cancel, reschedule, or alter the meeting times of any course. Students must follow the drop/add procedure to add another course or section to replace the canceled section.
Change in Schedule - Adding or Dropping Courses
A student who wishes to drop/add courses or withdraw totally from college must initiate this action in the Registrar’s Office. It is suggested that a student attends a class at least one time before initiating a drop.

Courses may be added at the beginning of each semester during the first week of classes. The deadline for adding courses is 4 p.m. the fifth day of classes. In unusual circumstances, classes may be added after the deadline with approval of the instructor through the 10th day of classes.

Courses may be dropped without grade penalty anytime through the 10th week of the semester. For courses dropped during this time, the student will receive a grade of “W.” The drop dates for all courses less than 16 weeks will be that date which will be two-thirds of the course. Following the 10th week of the semester, individual courses may be dropped with permission of the instructor. The deadline for dropping any class (excluding online) is the Friday prior to the last day of final exams.

Dropping/Withdrawing from Online Courses
The Iowa Community College Online Consortium (ICCOC) establishes the start and end dates for online classes. The last day that a student may drop/withdraw from an online course is two weeks prior to the last day of online classes.

Withdrawal from College
Students who wish to withdraw from college are required to complete a signed withdrawal form available in the Registrar’s Office in Creston or from the off-campus centers in Red Oak or Osceola.

Students may withdraw from college without grade penalty anytime during a semester prior to the first day of final examinations. Upon withdrawal, the student will receive a grade of “W” for each course of enrollment. An exit interview with the Financial Aid Office is required of students who received a loan and withdraw from college.

Academic Information

Classification of Students
Arts and Sciences (College Parallel) Programs and Career Option Programs
Freshmen: Less than 28 credits earned.
Sophomores: 28 or more credits earned.
Part-time: Students taking less than 12 credits per semester.

Career and Technical Education Programs
Freshmen: Students in their first-year of attendance. Sophomores: Students in their second-year of attendance in the same program.
Part-time: Students taking less than 12 credits per semester.

Classification for summer session
According to SWCC’s Registrar’s Office, students are considered full-time when taking six or more credits during the summer session. Please note, however, 12 credits will be considered full-time for financial aid purposes.

Attendance Policy
Regular class attendance and consistent study habits are essential to success in college and are expected of all students at Southwestern. Experience has demonstrated that absence and tardiness contribute to academic failure. Any absence interferes with the learning process. Therefore, Southwestern is committed to the vital importance of regular attendance in all classes.

Instructors will hold all classes as scheduled, and students are expected to be in attendance. If a student is absent, the instructor is in the best position to judge the effect of that absence on the student’s progress.

A. Students should note that individual instructors might have their own particular attendance requirements. If absence from class is due to a temporary disability, including pregnancy, or a personal or family emergency, tutoring assistance is available to students so that course work can be maintained until regular class attendance is resumed.

B. If prolonged absences continue, the Financial Aid Office has the right to revoke any state or federal assistance the student may receive. The following may also occur:

The dean of student services may recommend the student be dropped from the class based on faculty records and recommendation. The student and instructor will be notified immediately.

Any student who has been dropped from class because of excessive absenteeism has the right to appeal. Such appeal shall be made according to the process as outlined under Policies and Procedures.

Note: Veterans receiving benefits will be required to verify attendance on a regular basis.

Credit Hour
A semester hour of credit sometimes referred to as a “credit” or as an “hour” is equal to one classroom period each week for one semester. Thus, a “two credit” or “two hour” course implies at least two hours of classroom work each week per semester. In most laboratory courses, two laboratory hours equal one hour of credit.

Academic Load
The normal academic load for a student expecting to graduate with an associate degree is 16 credits per semester. Students generally may not enroll in more than 18 credits without special permission from the dean of student services. A student carrying 12 credits per semester is considered a full-time student. Visiting students may not enroll in more than six credits per term.

Final Exams
Final exams will be given at the end of the semester and at the end of the summer session, as scheduled during the regular exam period. No individuals may be given final exams at any other time without prior written approval from the vice president of instruction or his/her designee. Student requests for a waiver of the established exam schedule will be considered only for verifiable family emergencies, scheduled court dates, or required military leave. Final
exams for an entire class may be rescheduled only through the request of an instructor. All exams will be carefully supervised.

**Grading**

The following system is used by instructors to report grades to students and for recording on individual record form:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Meaning</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Above Average</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Below Average</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td>Credit Earned/Pass</td>
<td>0</td>
</tr>
<tr>
<td>U</td>
<td>No Credit/No Pass</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrew</td>
<td>0</td>
</tr>
<tr>
<td>*</td>
<td>Repeat</td>
<td>0</td>
</tr>
<tr>
<td>N</td>
<td>Audit</td>
<td>0</td>
</tr>
<tr>
<td>X</td>
<td>Renewal</td>
<td>0</td>
</tr>
</tbody>
</table>

**Grade Point Average**

The grade point average (GPA) is obtained by multiplying the number of points equivalent to the letter grade received in each course by the number of credits attempted for the course to arrive at the quality points earned in each course. Divide the sum of grade points by the total number of credits attempted. The quotient represents the GPA. There is a semester GPA and a cumulative GPA on all student permanent records. The grades of “I,” “W,” “P,” “U,” “N,” and “X” will not be included in the GPA.

**Grades and Reports**

Grades are available on the Campus Connect system through Southwestern’s home page at www.swcciowa.edu. Any student, upon receiving the final grade in any course, has a right to appeal the final grade (see grade appeal process).

**Incomplete Grades**

A grade of “I” (incomplete) may be assigned by an instructor when a student has been unable to meet course requirements within a prescribed time (no less than two-thirds of the enrollment term) due to circumstances beyond control of the student. The assigned course work must be completed within four calendar months following the term in which the “I” was assigned. If the course work is not made up during that period, a grade of “F” will be assigned. A grade of “I” will not be used in computing GPA.

**Repeated Courses**

If a student is repeating a course, the last taking of the course is the one that counts on the record. All previous takings of a course are recorded on the transcript, but only the last one is computed in the grade point average. Students receiving veterans’ benefits cannot receive benefits for course repeats under veterans’ regulations.

**Audit Status**

A student may audit a course on a non-credit basis. In this case, the student does not receive either a grade or credit for the course. Although college policy does not require audit students to write examinations, they may be permitted to do so at the discretion of the instructor. The audit privilege is also extended to students enrolled in a course for credit. Students may choose to change their status in a class from credit to audit during the period allowed for dropping courses.

**Grade Appeal Process**

Students are responsible for maintaining the standards of academic performance established by the instructor for each course in which they are enrolled. However, a student may appeal a final grade that he/she feels is capricious. This appeal must be initiated by the student and must proceed according to the steps outlined in the current Student Handbook.

**President’s Honor List**

Full-time students who obtain a 3.50 grade point average during a semester will qualify to be placed on the President’s Honor List as published by the Registrar’s Office.

**Dean’s Honor List**

Full-time students who obtain a 3.00 grade point average or above during a semester will qualify to be placed on the Dean’s Honor List as published by the Registrar’s Office.

**Phi Theta Kappa Honor Society**

Any student who has completed at least 12 credits from Southwestern that can be applied to any AA, AAA, AAS, or AS degree and has a 3.50 GPA or better is eligible to join Phi Theta Kappa.

**Academic Standard Policy**

A student who attempts six or more academic credits must achieve a grade point average (GPA) of at least 1.75 per semester. Failure to maintain the minimum grade point average of at least 1.75 per semester will result in academic probation for the next semester of attendance. If the GPA is not at least 1.75 at the conclusion of the semester of academic probation, the student may be placed on academic suspension. A student demonstrating satisfactory academic progress (at least a 1.75 GPA for an academic semester) may avoid suspension while remaining on academic probation until the cumulative grade point average reaches 1.75. A student who is academically suspended from college may not re-enroll at Southwestern Community College for another term unless he or she has written permission from the dean of student services.

Any student placed on probation or suspension is encouraged to visit the counseling staff for assistance. Students receiving financial aid should refer to Satisfactory Academic Progress Requirements.

A student who transfers from another college or university with less than a 1.75 cumulative grade point average may be placed on academic probation during the first semester of enrollment and will be subject to the academic suspension policy.

**Academic Renewal Policy**

The academic renewal policy is described as the removal of one or more of a student’s entire academic term(s) from future degree and GPA considerations. To be eligible for academic renewal the student must have a break in enrollment at
Southwestern of two or more consecutive years, must not have graduated from any program at Southwestern, must currently be enrolled in classes, and must have successfully completed 12 hours of coursework with a minimum of 2.0 GPA after returning to Southwestern.

A. Academic renewal may only be applied to an academic term(s) completed prior to the student's extended absence.

B. All courses and credits that were taken during the chosen term(s) will be removed from consideration for GPA and degree requirements.

C. To remove more than one term, the terms must be consecutive.

D. All courses will remain on the student's academic record, but the grades will be changed to “X.”

E. A student may be granted academic renewal only once.

Academic renewal petitions are located in the Registrar's Office. A formal letter requesting renewal must be submitted with the completed petition. The student will then meet with the dean of student services who will determine approval.

Permanent Record
Southwestern Community College retains a permanent record file for each student. Included in this file is evidence of enrollment, previous college transcripts, and a Southwestern transcript. High school transcripts are kept on file permanently.

Academic Transcripts Requests
Transcripts are forwarded by the Registrar's Office only upon written request of the student. Authorization forms for releasing transcripts may be obtained in the Registrar's Office or downloaded from Southwestern's Web site. Transcripts for other educational institutions will not be sent directly from Southwestern. Transcript are not issued until all accounts with the College are paid, including the transcript fee.

Notice to Students Regarding Family Educational Rights and Privacy Act of 1974
In accordance with the provision of Public Law 93-380 as amended (P.L. 93-568), the Family Educational Rights and Privacy Act of 1974, notice is hereby given to Southwestern Community College students and their parents as follows:

It is the intention of the college to comply with provisions of this law. The college rules and regulations to implement compliance procedures are available to interested parties and may be reviewed during normal business hours in the Registrar's Office. Students who believe the college is not complying with this law are hereby informed of their right to file a complaint with the U.S. Department of Education.

The college maintains only those “education records,” within the definition of this law, which are essential to the process and procedures required to develop and maintain an accurate academic record for each student and to support such student accounting needs and requirements as are imposed by law, state and federal regulations, and college operational procedures. These records may be found in the registrar and business offices, and with advisors. Subject to provisions of the college rules, they may be reviewed by students upon request.

This law permits the college to make public, certain “directory information” about students. The following information is regarded as “directory” type information, and some or all of it may be made public: name, address, major, courses of study, participation in officially recognized activities and sports, weight and height of athletic teams, dates of attendance, degrees and awards received, and previous educational programs and institutions attended by the student. Any student objecting to his or her directory information being made public must file notice of such objection with the Registrar's Office.

Graduation Information
Southwestern Community College grants degrees, diplomas, and certificates to those students who successfully complete programs offered by the College. Students must maintain a 2.0 grade point average on all applicable work (nursing students must earn a grade of “C” or better in all courses).

All requirements of the chosen program must be satisfied, although adjustments may be made when program curriculum has changed and courses are no longer available. Please refer to the academic section of the catalog or refer to Southwestern's Web site for requirements for your program.

Distance Education
Iowa Community College Online Consortium (ICCOC)
Southwestern Community College, in partnership with six other Iowa Community Colleges, offers an online associate of arts degree and an online associate of science degree in accounting, business administration, or agricultural business. Southwestern offers nearly 400 online courses. With online education the student can choose his/her study time and submit assignments electronically. Instructors are available by phone and e-mail to help guide the learning process. Classes may involve considerable interaction with classmates through threaded discussion and/or live chat. Course descriptions are available at www.iowacconline.org.

Iowa Communications Network (ICN)
The state of Iowa has financed 2,600 miles of fiber optics, connecting every county in Iowa. These fiber optic lines provide live audio and visual communication potential to all citizens in Iowa at more than 500 sites. This allows Southwestern to offer classes at off-campus sites throughout Area XIV. Southwestern students at one campus may take advantage of courses offered at another campus via the ICN. In addition, many opportunities are available for credit courses from other colleges in Iowa, non-credit courses, and statewide meetings.
upon graduation requirements or application of credits toward graduation, the student is advised to secure such commitment in writing. It is further advised that such a commitment be retained by the student until the sequence of events is such that it would be no longer necessary to demonstrate the establishment of such a commitment.

It is recommended that students have their credits evaluated for graduation by their faculty advisor, registration department, counseling staff, or program coordinator one semester before actual graduation. This is to ensure all graduation requirements will have been met by the time the student plans to graduate.

**Graduation**

Southwestern Community College conducts two graduation ceremonies each year in the Student Center Gymnasium at the Creston campus. Spring commencement will be held on Friday of the last week of the spring semester at 7:30 p.m. Students who complete requirements in December and May are invited to participate in the spring commencement ceremony. Summer commencement will be held on Friday of the last week of the first summer session at 7:30 p.m. Students who meet their graduation requirements at any time during the summer are invited to participate in the summer commencement ceremony. There is no charge to participate in the graduation ceremony, and participation in the ceremony is voluntary.

**Application for Graduation and Commencement Participation**

Candidates for graduation must complete an Application for Graduation in order to receive their degree or diploma. Applications are available through the Registrar’s Office at the Creston campus or at the Red Oak or Osceola Centers. Students who plan to participate in the commencement ceremony must indicate their intent on the Application for Graduation and provide their chest and height measurements (caps are adjustable, so cap size is not necessary). There is no graduation fee. Students who plan to receive more than one degree, diploma, or certificate need to indicate all programs on the form.

Candidates for graduation should submit their applications to the Registrar’s Office or campus centers by the following dates:

- **Fall—September 30**
- **Spring—February 12**
- **Summer—February 12 (if enrolled during spring semester) or May 14**

Any student who will not be completing requirements for the term indicated on the Application for Graduation, must contact the Registrar’s Office and submit another application for the term in which the requirements will be met.

**COMPASS Post Test**

All career option and career and technical education students must complete an assessment, which is considered to be a “post-test” toward the end of their academic program. This post-test is designed to measure academic improvement and is required prior to graduation.

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**Academic Certificates/Diplomas/Degrees**

**Requirements**

Southwestern Community College grants degrees, diplomas, and certificates to those who successfully complete programs offered by the College. The requirements for each type of award are indicated as follows:

**Certificate of Completion**

A certificate of completion is issued to signify that a student has satisfactorily completed a specific short-term course of study.

**Diploma**

The diploma is awarded to those individuals who complete an approved program of study. Specific requirements for the programs leading to diplomas are listed in this Catalog in the Instruction section.

To receive a diploma the student must:

A. Maintain at least a 2.00 grade point average on all work applicable for the diploma. (Nursing students must have a “C” grade or better in all courses).

B. Complete, at Southwestern Community College, a minimum of one-third of the credits applicable to the degree being pursued.

C. Complete the final 12 credits at Southwestern Community College (or petition to the dean of student services to receive an exception).

D. Complete all required courses in a particular program of study.

**Note:** Developmental courses will not be counted toward a diploma.

**Associate of Arts Degree (AA)**

The associate of arts degree at Southwestern Community College is primarily a liberal arts degree intended for transfer.

Liberal arts is baccalaureate oriented and includes courses within communications, social and behavioral sciences, mathematics, sciences, physical education and humanities. Specific requirements for the programs leading to associate of arts degrees are listed in this Catalog in the Instruction section.

To receive an AA degree a student must:

A. Maintain a 2.00 grade point average on all work applicable for the AA degree.

B. Complete at Southwestern Community College a minimum of one-third of the credits applicable to the AA degree being pursued.

C. Complete the final 12 credits at Southwestern Community College (or petition to the dean of student services to receive an exception).

D. Complete a minimum of 64 credits.

E. Include at least 43 credits of core courses.

F. Include at least 19 credits of elective credit.

G. Complete two credits of physical education.

**Note:** Developmental courses will not be counted toward an AA degree.

**Associate of Science Degree (AS)**

The associate of science degree at Southwestern Community College is granted to students who complete programs,
which are designed for students desiring additional career specialization. This degree is especially appropriate for students wishing to complete a college parallel/career option program with the intention of seeking employment or transfer. Specific requirements for the programs leading to associate of science degrees are listed in this Catalog in the Instruction section.

Students must complete the individual program requirements as outlined in this Catalog.

To receive an AS degree the student must:

A. Maintain a 2.00 grade point average on all work applicable for the AS degree.
B. Complete at Southwestern Community College a minimum of one-third of the credits applicable to the AS degree being pursued.
C. Complete the final 12 credits at Southwestern Community College (or petition to the dean of student services to receive an exception).
D. Complete all required courses.

Note: Developmental courses will not be counted toward an AS degree.

**Associate of Applied Arts Degree (AAA) or Associate of Applied Science Degree (AAS)**

The associate of applied arts degree or the associate of applied science degree is awarded to those individuals who satisfactorily complete an approved two-year preparatory career and technical education program. Specific program descriptions will indicate the degree awarded. While some courses required in these programs may transfer to four-year colleges/universities, students are cautioned that these degrees are not intended as transfer degrees. Students should check carefully with institutions to which they intend to transfer to determine the specific credits that will be accepted and how those credits will be applied to degrees awarded at the receiving institution. Specific requirements for the programs leading to associate of applied arts or science degrees are listed in this Catalog in the Instruction section.

To receive an AAA or AAS degree the student must:

A. Maintain a 2.00 grade point average on all work applicable for the AAA/AAS degree.
B. Complete at Southwestern Community College a minimum of one-third of the credits applicable to the AAA/AAS degree being pursued.
C. Complete the final 12 credits at Southwestern Community College (or petition to the dean of student services to receive an exception).
D. Complete all required courses.

Note: Developmental courses will not be counted toward an AAA or AAS degree, unless otherwise indicated.

**General Education Competency Areas**

**Computer Literacy**

Students will demonstrate computer literacy by

A. using computer applications appropriate for the field of study or occupation chosen.
B. using information technology responsibly as a tool for creativity, research, publication, critical thinking and/or communication.
C. discussing the impact of computer technology on the individual and society.

**Communication**

Students will demonstrate a proficiency in communication by

A. writing documents that are clear, organized and appropriate for the reader.
B. presenting an organized, clearly spoken oral message appropriate to purpose and audience.
C. listening attentively to a verbal message and understanding its content.

**Interpersonal Skills**

Students will demonstrate professional and interpersonal behaviors by

A. applying appropriate work effort for the successful completion of challenging assignments.
B. cooperating with others as a member of a team.
C. demonstrating a willingness to act as a leader in appropriate situations.
D. caring for personal health.
E. recognizing and valuing the existence of different points of view.

Critical Thinking
Students will demonstrate critical thinking skills by
A. analyzing information in any form for accuracy, relevancy and reliability.
B. scrutinizing an argument to separate fact from opinion and identifying assumptions and inferences.
C. assessing a problem and proposing reasonable solutions to it.

Math
Students will demonstrate mathematical proficiency necessary for success in their chosen field of study or occupation by
A. obtaining correct mathematical results with or without technological assistance.
B. identifying relevant data for solving a problem.
C. manipulating data to solve a problem.
D. distinguishing whether a mathematical solution is reasonable or erroneous.

Cultural Awareness
Students will develop an awareness of their own culture as well as the culture of others by
A. recognizing culturally based differences between themselves and others including language, social and political systems, and religion.
B. relating relevant historical information to current situations.
C. explaining the cultural importance of the fine arts.

Reading Comprehension
Students will demonstrate reading comprehension by
A. accurately interpreting documents appropriate for their field of study or occupation.
B. discussing the accuracy, reliability and appropriateness of a variety of written documents.
C. successfully following written instructions.

Science
Students will demonstrate an understanding of scientific knowledge necessary for success in their chosen field by
A. applying basic scientific principles to complete a task, project or assignment.
B. discussing how their actions will impact an area of science.

Educational Costs
(subject to change without prior notice)

Tuition (2009-2010 Rates)
Credit Programs Per Credit
Resident (In-State) $116.00
Non-Resident & International $142.50
Iowa CC Online $142.00

Fees
All Courses, per credit $12.00
International Student Processing Fee $75.00

Program Fees
Private Music, per course
1/2 hour lesson $175.00
Career & Technical Education Program Deposit (non-refundable) $50.00
Auto Repair Technology Tool Rental, fee per year $250.00
Automotive Service Excellence Cert-Auto Repair (spring) $110.00
Automotive Service Excellence Cert-Collision (spring) $100.00
Carpentry Nat’l Registry, fee per semester $25.00
Collision Repair Tool Rental, fee per year $250.00
Sports Officiating Certification, per course $15.00
National Council Licensure - ADN (1st summer session) $99.00
Concert Choir Robe Fee $30.00
Background Check (ADN) $15.00
HESI Mental Health Test RN (fall) $21.00
HESI Maternity Health Test RN (spring) $21.00
HESI Exit 1st Time Test RN (spring) $37.00
HESI Exit 2nd Time Test RN (1st summer session) $37.00
Background Check Fee LPN (fall) $15.00
HESI Med Surg Exam LPN (1st summer session) $21.00
SCUBA Diving Fee, per student/class $100.00
Art Ceramics Class Fee, per student/class $50.00
Art Studio Class Fee, per student/class $25.00
Third Party Fees To Be Assessed

Room and Board
Wilson & West, per semester $2,150.00
Spartan Suites, per semester $2,450.00
Dorm Deposit $150.00
Summer (Room Only) per day TBA

Note: Food Service is not available during the summer.

Payment Options
Tuition and fees are due at the beginning of each academic term. All students must contact the Business Office on or before the first day of the term to discuss which of the following payment options will be used:

1. Approved financial aid
2. Payment in full either:
   - at Southwestern Community College by cash, check, money order, or credit card made payable in U.S. funds.
   - online with e-cashier by direct debit to checking or savings account or credit card ($2.00 processing charged).
3. Payment plan
   Student payment plans will be set up online and administered through Nelnet Business Solutions, formally known as FACTS Tuition Management Company. Payments will be deducted monthly from checking, savings, or VISA/MasterCard/Discover account. There is a $25.00 per term processing fee charged by Nelnet. To be eligible for the plan, students must have a total bill of...
computer registration in order to obtain a charge slip. Students are ultimately responsible for any pending charges.

**Refund Policy**

Refunds of tuition and fees are calculated as of the date on the withdrawal form completed in writing by the student and on file in the Student Services Office.

Refunds of tuition and fees will be made as follows based on the beginning date of the term and the date on the withdrawal form:

*Withdrawal Period...Refund*

Before the end of the 1st week 100%  
Before the end of the 2nd week 50%  
After the end of the 2nd week 0%

*Note:* This is based on a 16-week term, shorter terms will be pro-rated.

**Refund Checks**

Refund checks are issued only on Fridays. The Business Office must receive a written request from the student or financial aid by NOON on Wednesday for checks to be issued the same week.

**Financial Aid**

Financial aid is money available from federal, state, institutional, and private sources used to help students meet college expenses.

Financial aid can help pay for direct educational costs such as tuition, fees, and books, as well as for personal living expenses such as housing, food, and transportation. Financial aid exists to assist families in paying for the costs of attending college. Most financial aid is based on financial need. Financial aid is credited directly to students’ accounts to pay for allowable and authorized charges before any excess funds are given to students for personal living expenses.

**General Eligibility**

A student must be enrolled as a regular student in an eligible program to receive Title IV federally-funded financial aid: Pell Grant, Academic Competitiveness Grant (ACG), Supplemental Education Opportunity Grant (SEOG), Federal Work-Study, Federal Direct Stafford Loans (Subsidized, Unsubsidized) and Federal Direct Parent PLUS Loans.

A student must (all of the following):

• be a U.S. citizen or eligible noncitizen;  
• have a valid social security number;  
• be enrolled at least half-time (except for Federal Pell Grant) in a program leading to a degree, diploma, or certificate at Southwestern;  
• maintain satisfactory academic progress;  
• be registered with Selective Service (male students between the ages of 18 and 25);  
• not be in default on a federal student loan and not owe a refund on a federal grant; and  
• certify that he/she will use student aid funds only for educational purposes.

To receive federal financial aid, a student must be qualified to study at the post-secondary level. Students are qualified if they completed at least one of the following:

• graduation from an accredited high school;  
• successful completion of a high school equivalent diploma (GED);  
• successful completion of a high school education in a home school setting approved under state law; or  
• the ability to benefit.

**How to Apply for Financial Aid**

To apply for federal or state financial aid, students must:

A. complete the Free Application For Federal Student Aid (FAFSA) online at www.fafsa.gov and have the resulting Student Aid Report (SAR) sent to the Financial Aid Office by indicating the Southwestern school code of 001857 on the FAFSA;  

B. provide a copy of their own and their parents’ federal income tax return (dependent students) or their spouse’s federal income tax return (independent students), if selected for verification; and  

C. submit other necessary documents, if requested.
Deadlines
The FAFSA may be submitted after January 1 for the following academic year. Southwestern requires students to provide completed federal tax return information on the FAFSA before financial aid is awarded. It is important that students complete the FAFSA as early as possible so that he/she can be considered for certain limited federal and state funds. It is also helpful when planning how the student pays for the costs of the upcoming academic year. To be considered for state aid, the student’s FAFSA must be received by the U.S. Department of Education’s Central Processing System by July 1.

Determination of Financial Need
Information from students’ FAFSAs and resulting Student Aid Reports (SAR) will help the Financial Aid Office identify those students with financial need.

The financial aid applicant and/or family of the applicant is expected to be primarily responsible for educational and living expenses. Financial assistance from Southwestern Community College should be viewed only as supplementary to the efforts of the applicant and family. Most federal financial aid programs require the assessment of financial need based on the family’s ability to contribute toward educational expenses to determine eligibility.

Financial need is defined as the difference between a student’s cost of attendance and expected family contribution (EFC), as reported on the SAR. The greater the difference between the cost of attendance and EFC, the greater the need of the student.

Award Processing
The financial aid office will attempt to meet students’ financial need pending the availability of funds. Federal and state financial assistance will continue to be awarded until all funds are committed or until the specified deadlines, whichever occurs first.

Award Package
The financial aid office will notify students by mail of the types and amounts of federal financial and state aid for which they qualify. Students must sign, date, and return their award offers by the deadline specified on the offer to confirm acceptance of their awards. Students may accept all or part of their awards. Offers of all financial aid are void, if the required documents are not properly completed and returned. These documents may include the Conditions Statement, Master Promissory Note, and Loan Entrance Counseling.

Attendance Policy
Institutional policy requires that attendance be monitored before federal and state aid be released to a student’s account. Southwestern Community College reserves the right to withhold financial aid at any time from any student who demonstrates an attendance pattern that abuses the receipt of financial assistance or fails to maintain satisfactory academic progress.

If a student demonstrates poor attendance for an extended time after aid is received without the approval of a faculty member, it may result in the loss of financial aid funds. Students are only able to receive financial assistance while they are attending their courses; therefore, a last date of attendance will be determined for a student who stops attending class and a refund formula will be used to determine the amount of financial aid the student was eligible to receive during the period of attendance. The U.S. Department of Education and federal aid programs will receive the appropriate refund of financial assistance based upon the student’s last date of attendance using the Return of Title IV Funds Policy. State aid programs administered by the Iowa College Student Aid Commission will receive the appropriate refund of state funds using the college’s institutional refund policy. Students will be notified, if they owe money back to a federal or state financial aid program or to Southwestern, if funds have been returned by the College on the student’s behalf to the appropriate aid program(s).

Return of Title IV Funds Policy
This information is being provided to prospective students in accordance with federal consumer information regulations. These regulations implement statutory changes made to the Higher Education Act (HEA) of 1965, as amended, by the Higher Education Amendments of 1998 for the treatment of Title IV HEA program funds when a student withdraws from Southwestern Community College.

The college’s refund policy exists for calculating the refund of institutional and state charges. The federal “Return of Title IV Funds” policy dictates the amount of Federal Title IV aid that must be returned to the federal government by the school and the student. The federal formula is applicable to a student receiving any type of federal aid, other than Federal Work-Study, if that student ceases attendance on or before the 60 percent point of the payment period.

The federal formula requires a return of Title IV aid, if the student received federal financial assistance in the form of a Pell Grant, Academic Competitiveness Grant, National SMART Grant, Supplemental Educational Opportunity Grant, Federal Direct Stafford Subsidized, Unsubsidized, Parent PLUS Loan or PLUS Loan (Graduate Student) and ceased attendance on or before completing 60 percent of the payment period. The percentage of Title IV aid to be returned is equal to the number of calendar days remaining in the payment period divided by the number of total calendar days in the payment period; scheduled breaks of more than four consecutive days are excluded.

If any non-federal funds are to be returned in addition to the Title IV aid, they will be used to repay Southwestern Community College funds, state funds, other private sources, and the student in proportion to the amount received from each non-federal source, as long as there was no unpaid student account balance before any funds are returned to the student.

The Return of Title IV Funds policy requires a return of funds in the following order:

1. Unsubsidized Direct Stafford Loan
2. Subsidized Direct Stafford Loan
3. Perkins Loan
4. Direct PLUS Loan (Graduate Student)
5. Direct PLUS Loan (Parent)
6. Pell Grant
7. Academic Competitiveness Grant
8. National SMART Grant
9. Federal SEOG
10. Other Title IV programs (does not include Federal Work-Study)

**Note:** If funds are released to a student because of a credit balance on the student’s account, then the student may be required to repay a portion of the federal funds to the federal programs or to Southwestern for any federal funds returned on the student’s behalf to the federal programs.

Worksheets used to determine the return of Title IV aid are available upon request from the Financial Aid Office. Contact the Financial Aid Office for further information regarding these policies.

**Student Financial Aid Available**

Below is a list of some of the types of financial aid available for which students may apply or be awarded. This is not an exhaustive list as some programs are added or removed depending on funding. Students must apply and be eligible to receive any of the following funds. If students have concerns about funding their education, they should contact the Financial Aid Office to discuss their individual situations.

- Federal Pell Grant
- Academic Competitiveness Grant
- Federal Supplemental Educational Opportunity Grant
- Federal Work-Study Iowa Work-Study
- Iowa Vocational-Technical Tuition Grant
- State of Iowa Scholarship
- Iowa Grant
- Iowa National Guard
- All Iowa Opportunity Scholarship
- All Iowa Opportunity Foster Care Grant Program
- Federal Direct Loans (Subsidized, Unsubsidized)
- Federal Parent PLUS Loans
- Institutional Employment
- Southwestern Education Foundation Scholarships
- Other State and Institutional Scholarships

**Other Resources**

The following types of financial assistance may be available to eligible Southwestern students from independent entities (eligibility is not determined by Southwestern):

- Veterans Assistance (GI Bill)
- Vocational Rehabilitation Services
- Workers Investment Act (WIA)
- Other government/state agency resources
- Other privately-funded scholarships

**Description of Financial Aid Programs**

Southwestern awards and administers many types of financial aid from federal, state, institutional, and private sources. Here is a brief explanation of some of these programs. For more detailed information, please contact the financial aid office.

The **Federal Pell Grant**, unlike a loan, does not need to be repaid. Pell Grants are awarded only to undergraduate students who have not earned a bachelor’s or professional degree. To establish eligibility for a Federal Pell Grant, a student must complete the Free Application For Federal Student Aid (FAFSA) and have the resulting Student Aid Report (SAR) sent to Southwestern before the student’s last date of enrollment or the end of the enrollment period.

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the student must plan to enroll full-time in an undergraduate degree program. This award is not based on need.

The Iowa Grant is designed for exceptionally needy undergraduate Iowa residents attending college in the state of Iowa. This grant, available for full-time and part-time students, is intended to promote access to Iowa colleges. Due to limited funding, only a selected number of needy applicants will be assisted.

The Iowa National Guard Education Assistance Program provides funds to members of Iowa National Guard units for covering the costs of attending Iowa colleges and universities. Eligibility for this program is determined by the Adjutant General of Iowa and funding for the program is determined on an annual basis by the Iowa General Assembly. To apply for this program, individuals must submit an application to their Unit Commander on or before September 1 of the academic year for which funds are being requested. The Adjutant General determines eligibility and then notifies the Iowa College Student Aid Commission (ICSAC) of approved applications. Southwestern is notified by the Iowa College Student Aid Commission of the student’s eligibility.

The All Iowa Opportunity Scholarship is a state-funded program that will provide scholarships to students who do well in high school and demonstrate financial need. This scholarship is administered by the Iowa College Student Aid Commission.

The All Iowa Opportunity Foster Care Grant is a state-funded program that will provide youth aging out of the Iowa foster care system with grant assistance to pay for postsecondary education and training expenses. This grant is designed to increase college access to youth in foster care and is administered by the Iowa College Student Aid Commission.

A Federal Direct Stafford Subsidized Loan is available to a student who meets the general eligibility requirements. The loan is need-based with the federal government paying interest on the loan, while the student is enrolled in school, during the grace period, and during periods of authorized deferment.

The Federal Direct Stafford Unsubsidized Loan is non-need based and available to a student who is interested in loans and has loan eligibility. The interest rate and loan limits are identical to the Direct Stafford Subsidized Loan; however, borrowers are responsible for all interest on the loan which begins accruing upon disbursement.

Promissory notes for all student loans can be completed online at http://dlenote.ed.gov. Students must sign an award offer for the amount they wish to borrow. All loans must be originated during the enrollment period for which they are to be disbursed.

Students must be enrolled at least half-time to receive Federal Direct Stafford Loans. First-time borrowers of loans at Southwestern must complete entrance counseling before loan proceeds may be disbursed to their student accounts. First-time borrowers may have the first disbursement of their loans delayed for 30 days.

Federal Direct Parent PLUS Loans are available to any natural or adoptive parent or legal guardian of a dependent undergraduate student enrolled at least half-time. It is not required that a borrower of a PLUS Loan show financial need. Loans cannot exceed the cost of education less other financial aid the student may receive. Interest begins accruing upon disbursement. Repayment begins within 60 days of the last disbursement.

Parents must make a request to the financial aid office for this loan during the enrollment period for which it is to be disbursed. The parent borrower must complete and sign a Parent PLUS Loan application indicating the amount to be borrowed. Parent Plus promissory notes can be completed online at http://dlenote.ed.gov.

The Southwestern Community College Education Foundation is a private, non-profit foundation which serves the students of Southwestern. Additional information and applications for scholarships are available at the Education Foundation Office.

Veterans’ Educational Assistance is based on discharge from active military service under “other than dishonorable” conditions for a minimum period specified by law. Men and women veterans with similar service are entitled to the same veteran benefits. Honorable and general discharges qualify a veteran for most Veterans’ Affairs (VA) benefits. Educational benefits under the Montgomery GI Bill, however, require an honorable discharge.

Those who enlisted in the military after September 7, 1980, and officers commissioned or who entered military service after October 16, 1981, must have completed two years of active duty or the full period of their initial service obligation to be eligible for most VA benefits. Veterans with service-connected disabilities or those discharged for disability or hardship near the end of their service obligation are not held to this provision. Also, the provision does not apply to participation in veterans insurance programs.

If you have questions regarding your eligibility, call 1-888-GI-BILL1.

Adjustment of Awards

Students will be awarded grants, loans, and work-study based on need and enrollment status (full-time, three-quarter, half-time or less than half-time). If a student drops or adds a class before aid has been disbursed that results in a change in the student’s enrollment status, the student’s aid will be decreased or increased accordingly. After aid has been disbursed or the end of the business office’s refund period (whichever occurs later), no adjustments will be made unless a student ceases attendance or never begins attendance in a class. All financial aid awards are subject to change pending the final notification of funds available to Southwestern for federal and state aid programs. Awards may be adjusted, as well, if the student receives additional resources and it necessitates a change in the student’s award packet. The college assumes no liability for reductions in other types of public assistance due to financial aid received.

Disbursement of Aid to Student Accounts

All financial aid administered by the College, except for Federal Work-Study and other employment, will be disbursed by crediting the funds directly to students’ accounts each semester or payment period. Federal Student Aid program funds can only be credited towards allowable charges, which include tuition, fees, and room and board (if the student lives on-campus). Other
current charges that a student has incurred for educationally-related activities may be paid with federal funds, if the student has provided written authorization. (In the case of PLUS funds, a parent would provide written authorization.)

In order for aid to be credited to a student’s account, all required award materials must be completed and returned to the financial aid office. Federal and state aid will not be credited until class attendance has been verified and students are enrolled in the number of hours for which aid was awarded. Federal Direct Stafford Loan funds of first-time borrowers at Southwestern may not be credited until 30 days after the beginning of the first semester of enrollment. First-time borrowers at Southwestern must also complete entrance counseling before loan funds can be credited. Disclosure statements from the William D. Ford Direct Loan Program indicate the disbursement dates and amounts for student and parent loans. Only aid that qualifies for a late disbursement will be credited after the semester or payment period. Information regarding specific disbursement dates for aid can be obtained from the financial aid office.

When all aid has been credited to the student account and all charges have been paid, then a credit balance may occur. Credit balances will be paid to the student (or parent with a PLUS loan) via a refund check by the business office. Refund checks are issued on the Friday of the week in which a credit balance is generated. Students are responsible for understanding when student account balances are due, payment options, and when credit balances occur. Information concerning student accounts, educational costs, payment options, and credit balances may be obtained from the business office.

### Satisfactory Academic Progress Requirements

Students who receive federal, state, institutional or veterans’ financial aid must maintain satisfactory academic progress as described below to remain eligible to receive financial aid. All students will have their academic records reviewed following each period of enrollment to determine if satisfactory academic progress is being made. The financial aid office will attempt to notify students who are not making satisfactory academic progress at the end of each period of enrollment. Each student receiving financial aid is responsible for understanding the satisfactory academic progress requirements as published in the Catalog.

To receive financial aid, students must be working towards a degree or certificate and must earn their degree or certificate within a maximum time frame. The maximum time frame for which students may receive aid is 150 percent of the published length of the program measured in credits attempted. A student may receive aid for a maximum of two degree programs, through SWCC. Students who change majors will not be exempt from the 150 percent time frame. All hours attempted will be counted when calculating the maximum time frame allowed for the program the student is currently working towards.

All students enrolled in less than two-year programs or career and technical education programs must meet the following criteria to maintain satisfactory progress:

- Maintain a minimum 2.00 cumulative GPA after each period of enrollment.
- Earn the minimum number of credits for which aid was disbursed for the period of enrollment: full-time (12 or more credits), three-quarter-time (9-11 credits), half-time (6-8 credits) and less than half-time (3-5 credits).
- Course repeats and remedial courses will be included as part of the student’s enrollment load each enrollment period; however, maximum time frames still apply.
- Courses taken for audit or for the College Level Examination Program (CLEP) will not be included as part of a student’s hours for maximum time frame purposes or for enrollment period load requirements.

All students enrolled in two-year programs must meet the following criteria to maintain satisfactory progress:

- Maintain a minimum cumulative GPA of 1.75 as a freshman (less than 28 earned credits).
- Maintain a minimum cumulative GPA of 2.00 as a sophomore (28 or more earned credits).
- Earn the minimum number of credits for which aid was disbursed for the enrollment period: full-time (12 or more credits), three-quarter time (9-11 credits), half-time (6-8 credits), less than half-time (3-5 credits).
- Course repeats and remedial courses will be included as part of the student’s load each enrollment period; however, maximum time frames still apply.
- Courses taken for audit or for the College Level Examination Program (CLEP) will not be included as part of a student’s hours for maximum time frame purposes or for enrollment period load requirements.

Students enrolled in two-year programs and not making satisfactory progress may be eligible for financial aid probation for one period of enrollment, if they meet the following criteria:

- A student who has a cumulative GPA of 1.50 or below may automatically receive financial aid probation for the following period of enrollment, if the student has not received financial aid probation previously.
- A student who earned less than the minimum number of credits for which aid was disbursed, but at least three credits for the period of enrollment may automatically receive financial aid probation for the following period of enrollment, if the student has not received financial aid probation previously.

Students enrolled in two-year programs who have a cumulative GPA below 1.50 or earned less than three credits during an enrollment period, due to all “F’s” and/or “I’s”, will have his/her financial aid cancelled for the following period of enrollment and will be denied financial aid until satisfactory academic progress has been made.

All students must earn 1.75 GPA each semester to meet the academic standard policy of the registrar’s office. A student
who fails to earn 1.75 GPA for two subsequent semesters will be suspended and financial aid will be denied.

Financial aid eligibility may be regained by one of the following:

- The student may enroll for a term, or terms, without receiving financial aid, until such time as satisfactory academic progress has been regained. Satisfactory academic progress will be regained when the cumulative GPA is 2.00 and/or the student has completed the number of hours for which aid was received.

- The student may provide written notification that incomplete grades have been completed and turned in to the registrar's office within a timely manner. Financial aid will not be reinstated until this is done.

- The student may appeal in writing to the Financial Aid Review Committee and may be granted financial aid probation, if approved by the majority of the committee. The student must explain the reason for the failure to meet satisfactory academic progress and also state how he/she plans to improve. The appeal should be based on extraordinary circumstances beyond the student's control, i.e., death in the family, extended illness, change in employment, etc. The Financial Aid Review Committee may request documentation supporting these circumstances or a letter of support before the final determination. The Financial Aid Review Committee will consider each student on an individual basis. The decision of the Financial Aid Review Committee is final. For specific appeal deadlines contact the Financial Aid Office or refer to the student handbook or SWCC Web site.

Students who withdraw from all courses in a given period of enrollment while participating in Title IV programs will not be granted financial aid until they re-establish themselves with satisfactory course completions and grades; the student must have a cumulative GPA of 2.00 and/or complete the number of hours for which aid was received. A student may appeal in writing to the Financial Aid Review Committee and may be given one semester of financial aid probation, if it can be shown that the withdrawal was the result of highly unusual circumstances.

Federal student aid program regulations do not provide for academic amnesty or renewal procedures that allow students to apply to have credits attempted and grades earned in previous semesters excluded from the calculation of the student's grade point average. Southwestern Community College will always include courses that apply (whenever taken) toward a student's program of study.

High school students who have taken college-level courses for credit through Southwestern as "post-secondary" students will have a transcript record. At the time these students enroll as regular students and apply for federal/state aid, the students' transcripts will be evaluated to determine Satisfactory Academic Progress status. Since these students have not yet been eligible to receive aid, the quantitative measure of academic progress (number of hours completed) will not be evaluated. The qualitative measure of academic progress (cumulative grade point average) will be evaluated. Students who have cumulative grade point averages below the required levels will be placed on probation and will be allowed to have federal/state aid during their first semester of enrollment. These students will be notified of their status; they may also receive additional individual guidance to successfully meet the satisfactory academic progress standards at the end of the semester.

**Veterans' Affairs (VA)**

Southwestern's veterans' advisor will maintain all files for veterans enrolled at the College. It is required that veterans and reservists at Southwestern keep their attendance and grade point average in satisfactory standing. Veterans must meet Southwestern Community College's satisfactory academic progress requirements to remain eligible for benefits. Veterans should report any change of address to the veterans' advisor.

Although veterans will not generally receive any VA benefits for at least six weeks after initial registration in a program, they are still expected to pay their semester costs by the first day of class or make other arrangements with the business office. It is Southwestern's responsibility to notify the VA of the student's status; however, if the student should change his/her original schedule, it is the student's responsibility to contact the veterans' advisor. The Veterans' Administration will not pay for the student to retake a course for which he/she has received a passing grade, nor will it pay the student for any advance credit he/she has received from prior education. In addition, the student must be pursuing a degree. Any eligibility questions can be directed to 1-888-GI-BILL1. Completed paperwork in regards to eligibility must be returned to the veterans' advisor located in the student services office.
Services

Assessment Services
Career Services
Counseling Services
Educational Talent Search
Employment Fair
Food Service
Health Services
Iowa Small Business Development Centers
Iowa Vocational Rehabilitation Services
LRC - Library Services
Online Tutoring
Student Handbook
Student Housing
Student Support Services
Students with Special Needs
Study Abroad

Student Involvement

Clubs and Organizations
Intercollegiate Athletics
Social and Special Events
Student Senate
Services

Assessment Services
Students, potential students, and others are offered opportunities for evaluative services in the Assessment Center. A variety of academic and vocational assessments are available on request, enabling examinees to clarify interests and abilities. Referrals are accepted from Iowa Vocational Rehabilitation Services, Workforce Investment Act (WIA) personnel, private industry, and other agencies.

The Assessment Center is a national test center for CLEP and DANTES Examinations. The programs offer subject examinations that correspond to specific college courses. The examinations are administered by appointment. Many colleges and universities award college credit to those who do well on the exams. Pesticide Certification, Iowa Dental Board, and Pearson VUE Testing examinations are administered by appointment. For additional information or an assessment appointment, call (641) 782-7081, ext. 438.

Counseling Services
SWCC’s student counseling service provides a wide range of services to help students gain the most benefit from their college experience. Counseling may involve personal development, self-understanding, educational planning, or adjusting to college life.

Southwestern Community College counselors assist students with making decisions toward an educational development plan to help in preparing for their futures. Initial individual conferences can be utilized for self-assessment toward determining a course of study.

Students who experience difficulty or dissatisfaction with their chosen fields of training are encouraged to make use of the counseling service for further discussion with a counselor. Assistance is also available to all students who desire help in acquiring better study habits, developing satisfactory personal and social relationships, addressing financial concerns, and selecting a transfer school. Students in all programs have access to counseling services, including those students enrolled in evening classes. For additional information or to schedule a counseling appointment, call (641) 782-7081, ext. 458.

Career Services
One of the primary goals of a college education is the ultimate establishment of a satisfying and challenging career. Career Services, located in the Instructional Center, provides assistance in the planning of a graduate’s career. Updated publications and job market information are available to make people aware of various factors that should be considered in the career planning process. The annual Graduate Placement Report is compiled to guide prospective students in making informed decisions regarding program selection.

Job placement assistance is provided to students for work while in school and with their employment needs upon completion of their training programs. Help is provided with job development/referrals, resume preparation, and interviewing techniques. To further enhance job opportunities, the annual “iHire Employment Fair” with many employers in attendance, is held in April in the Southwestern Student Center.

In addition, the college provides an electronic job board for both students and alumni to utilize. Career Services is committed to helping Southwestern Community College students, alumni, high school students, and area residents achieve their career and employment goals. For additional information, call (641) 782-7081, ext. 446.

Employment Fair
The SWCC’s annual Employment Fair is held in April to provide opportunities for students and alumni to research careers and to search for employment. Traditionally, more than 60 companies/agencies throughout Iowa and the midwest are on-campus for the event. Representatives from business, industry, and education are available to visit one-on-one with the students, to interview and possibly offer employment.

Food Service
Food Service is available in the Student Center. Daily meals are served in the cafeteria or students may purchase meals at the snack bar.

Health Services
The Creston Medical Clinic, 1610 West Townline Street, Suite 200, (641) 782-2131, has been designated as the official agency to provide health services for Southwestern Community College students. The clinic will cooperate with the college in attending to the health needs of students who require professional medical attention. Any medical service provided is at the expense of the recipient.

Iowa Small Business Development Centers
SWCC is host to the South Central Iowa Regional Center of the Iowa Small Business Development Centers. The Centers provide technical assistance to existing small business and entrepreneurs through individualized counseling and non-credit classes and workshops. These Centers are the only nationally accredited entrepreneurial development programs in Iowa. Each Regional Center encourages unique local efforts to meet small business needs in the area. The South Central Regional Center develops and maintains partnerships among community organizations and local, state and federal agencies, providing a focal point for broad networks of public and private resources at the local level. The U.S. Small Business Administration (SBA) provides guidance and funding to the Iowa Small Business Development Centers through cooperative agreements.
Iowa Vocational Rehabilitation Services
Iowa Vocational Rehabilitation offers services which are available to individuals with disabilities attending Southwestern Community College. These services include: medical evaluation, counseling, vocational evaluations, physical restoration, vocational planning, academic and career education, and training. Rehabilitation Services also assists students in finding suitable employment. Those interested in the eligibility requirements of this agency should contact the rehabilitation counselor assigned to the person's high school or the counselors at the office of Vocational Rehabilitation in the Technical Center I at Southwestern. For additional information, call (641) 782-7081, ext. 409.

LRC - Library Services
Students, faculty, staff and area residents are encouraged to make full use of the library facilities for study, research and class preparation. The SWCC library provides access to information in a wide array of formats to support all programs offered at the college. In addition to the book and periodical collections, the library has the audiovisual materials and equipment used to support the curriculum. Computers, laser printer, scanner, televisions, DVD players, music keyboards, photocopier and a wireless network are available.

The library's Web site provides access to the library online catalog, electronic books and databases, subject guides and tutorials. The library staff is available to help students conduct research and gather resources for classes. The staff may be contacted by telephone, email or online chat to answer questions and help guide research.

You may also access information from other library collections through state and national interlibrary loan networks.

Online Tutoring
SMARTTHINKING offers real-time online tutoring with “e-instructors” and homework help for core courses and skills 24 hours a day, seven days a week. Students can access live tutorials across all subjects, math, accounting, statistics, and economics, as well as a full range of study resources, including writing manuals, sample problems, research tools, and study skills manuals. Students can access the service from wherever they have a connection to the Internet. SMARTTHINKING is not an answering or proofreading/editing service. Students may access SMARTTHINKING by logging into Southwestern eCompanion or online courses.

Student Handbook
The Southwestern Student Handbook provides each student with pertinent information about Southwestern. It is the responsibility of each student to be familiar with its contents and to act within its framework. A copy of this book can be obtained in the Registrar’s Office or the SWCC Bookstore.

Student Housing
Southwestern Community College provides student housing for those wishing to live in dormitories. These facilities are conveniently located on campus. The dormitories include these amenities: a 15 meal-per-week meal plan, a free membership to the Southern Prairie YMCA, Internet access in each room, laundry facilities, and free cable television. For additional information, call (641) 782-7081, ext. 361.

For those students who plan to live off-campus, a list of off-campus housing options is available on the college’s Web site.

Student Support Services
Southwestern Community College offers the Student Support Services (SSS) program through a TRIO grant from the U.S. Department of Education. The Student Support Services program enhances the institution’s commitment to first-generation, low-income students and students with disabilities by encouraging students to strive toward their academic and personal goals. SSS provides support services designed to increase retention, graduation, and transfer rates.

Services offered:
- Tutoring
- Academic/Career Advising
- Academic Skills Workshops
- Transfer Assistance
- Laptop Loans
- Book Loans
- Scholarship/Grant Assistance
- Cultural/Social Activities

All services are FREE! To be eligible for Student Support Services, students must meet at least one of the following:
- First generation college student- (Neither parent has a 4-year college degree) or
- Low-income individual- (Based on Federal Financial Aid/Taxable Income) or
- Student with a documented disability

The Student Support Services offices are located in the Instructional Center. For additional information, call (641) 782-1360.

Students with Special Needs
Southwestern provides a variety of accommodations for qualified students with disabilities. Services are designed to enhance the student’s abilities and are based upon a student’s individual needs.

Southwestern makes every effort to assure that qualified students with disabilities have equal access to all services. Students requesting special accommodations are urged to contact the special needs coordinator at (641) 782-7081, ext. 458, to initiate the process of obtaining accommodations prior to the start of the semester.

Study Abroad
Southwestern offers students opportunities to study and travel abroad for college credit. Students from all 15 of Iowa’s community colleges spend 10 weeks studying with an Iowa community college instructor who accompanies them as coordinator and on-site professor. Students reside with host families in local homes. In addition to lectures and class discussion, students are able to take advantage of the expanded classroom, as they tour museums and historic monuments and attend live theater performances.

Each fall semester the Iowa Community College Study Abroad Consortium offers students the opportunity to take selected classes in English, speech, history, and humanities during a fall semester study abroad program. A variety of coursework is available and students can earn 12 to 15
Student Involvement

Clubs and Organizations
Chartered clubs and organizations, which meet the mutual interests and needs of various student groups, are actively supported at Southwestern. Such groups participate in various areas, such as music, politics, departmental or professional subject groups, and social activities. Co-curricular activities are an integral part of student life at Southwestern Community College. Following is a list of clubs and organizations:

- Ag Club
- Art Club
- Auto Repair Technology Club
- Business Professional of America (BPA)
- Carpentry Club
- Collision Repair Club
- Drafting Club
- Drill Team
- Nursing Club
- Phi Theta Kappa (PTK)
- Student Ambassadors
- Student in Free Enterprise (SIFE)
- Music

Intercollegiate Athletics
Intercollegiate athletics are an integral part of student life at Southwestern. Varsity teams compete in these sports: men’s basketball, baseball, women’s basketball, softball, volleyball, and men’s & women’s cross country. Competition is scheduled against the leading junior colleges in the Midwest in each sport, and participation is encouraged. Athletes must meet the eligibility requirements of the National Junior College Athletic Association. Some athletic scholarships are provided but are limited by conference rules to tuition, books, and fees. All questions concerning athletic eligibility, participation, financial aid, etc. should be referred directly to the athletics director at (641) 782-7081, ext. 459.

Social and Special Events
The activities office plans and coordinates a variety of social, educational, cultural and recreational activities, and special events.

All planning and scheduling of any such event should be initiated through the college’s activities coordinator at (641) 782-7081, ext. 437.

Student Senate
At the beginning of each fall term, a Student Senate is elected by the student body of Southwestern and is the official representative government of the students. The main purpose of the Senate is to provide a means of organized student expression within the college and to encourage and promote interest in college affairs and activities.

Clubs/organizations must select one Student Senate member and one alternate. Representatives are selected by each club/organization and submitted to the Student Senate office before the first Student Senate meeting of each academic year. In the event that a senator or alternate is unable to complete his/her term, the club/organization must select a new representative and notify the Student Senate office within two weeks of the position vacancy.

Any student who wishes to participate as an active At-Large member of the Student Senate may do so by submitting a completed Student Senate application and election petition with the signatures of at least 15 current SWCC students. To become an active At-Large member, application materials must be turned in to the Student Senate office prior to the first meeting of the fall semester. For additional information, call (641) 782-7081, ext. 437.
Instruction

Arts and Sciences/College Transfer Program
Associate of Arts Degree (AA)
Associate of General Studies Degree (AGS)
College and University Transfer Information

Career-Related Programs
Accounting
Accounting and Information Technology
Agricultural Business
Agricultural Production Technology
Automotive Repair/Automotive Repair Technology
Business Administration
Business Systems Networking
Carpentry and Building Trades
Collision Repair/Refinish
Graphic Design
Help Desk
Management Information Systems
Medical Transcription
Nursing Education–LPN and RN
Office Skills
Office Systems Specialist
Professional Music
Structural Drafting/Structural Engineering Technology
Web Design and Development
Web Design Track
Web Programming Track
Arts and Sciences/College Transfer Program

Southwestern’s arts and sciences program is designed to prepare students for successful transfer to four-year colleges or universities. General education and elective courses are offered that meet the requirements of the first two years of college for most disciplines.

Associate of Arts Degree (AA)

Students in the arts and sciences program earn the associate of arts (AA) degree which will transfer to most four-year colleges/universities in the United States and internationally. There are many diverse majors for which the AA degree is beneficial. Students planning to transfer are advised to do the following:

- Contact the college/university to which he/she plans to transfer and request a catalog and other transfer planning materials.
- Study the curriculum in his/her area of interest recommended for freshmen and sophomores.
- Confer with his/her Southwestern Community College faculty advisor and/or counselor about satisfying all transfer requirements.
- Monitor his/her program of study to ensure that all requirements are met.
- Schedule an official campus visit with the admission’s office at the transfer school as early as fall semester of the sophomore year.

To obtain the associate of arts degree, students are required to take courses in six areas: communications, humanities, mathematics, sciences, social sciences, and physical education. Students can select electives based on an area of interest to round out the degree. Completion of 64 credits with a minimum GPA of 2.0 is required to graduate. The following outline is a list of arts and sciences courses that make up the associate of arts degree.

Core Requirements - 43 credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SDV 108</td>
<td>The College Experience*</td>
<td>1</td>
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</tbody>
</table>

*All new freshmen students are required to enroll in SDV 108, The College Experience (1 credit). Transfer students who have earned 24 credits or less or have a GPA of 2.0 or below are also required to take the course. The purpose of this course is to help students develop academic success skills by connecting them to college resources and facilitating participation in college culture. This course will count toward elective credits (Section F).  

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 105</td>
<td>Composition I*</td>
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</tr>
<tr>
<td>ENG 106</td>
<td>Composition II*</td>
<td>3</td>
</tr>
<tr>
<td>ENG 221</td>
<td>Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>SPC 101</td>
<td>Fundamentals of Oral Communication*</td>
<td>3</td>
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<td>SPC 122</td>
<td>Interpersonal Communication</td>
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</table>

A. Communications 9 credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>LIT 101</td>
<td>Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>LIT 110</td>
<td>American Literature to Mid-1800’s</td>
<td>3</td>
</tr>
<tr>
<td>LIT 111</td>
<td>American Literature since Mid-1800’s</td>
<td>3</td>
</tr>
<tr>
<td>LIT 140</td>
<td>British Literature I</td>
<td>3</td>
</tr>
<tr>
<td>LIT 141</td>
<td>British Literature II</td>
<td>3</td>
</tr>
<tr>
<td>LIT 161</td>
<td>The Short Story</td>
<td>3</td>
</tr>
<tr>
<td>LIT 177</td>
<td>Dramatic Literature</td>
<td>3</td>
</tr>
<tr>
<td>LIT 178</td>
<td>Mythological &amp; Biblical Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

B. Humanities 9 credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 110</td>
<td>Western Civilization: Ancient to Early Modern</td>
<td>3</td>
</tr>
<tr>
<td>HIS 111</td>
<td>Western Civilization: Early Modern to Present</td>
<td>3</td>
</tr>
<tr>
<td>HIS 142</td>
<td>Middle Eastern Studies</td>
<td>3</td>
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B. Humanities (continued)

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<td>HIS 111</td>
<td>Western Civilization: Early Modern to Present</td>
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### C. Mathematics and Sciences  8 credits

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<td>BIO 162</td>
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<tr>
<td>BIO 163</td>
<td>Essentials of Anatomy and Physiology (w/lab)</td>
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<td>BIO 168</td>
<td>Human Anatomy and Physiology I (w/lab)</td>
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<tr>
<td>BIO 186</td>
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<tr>
<td>BIO 191</td>
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<td>CHM 101</td>
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<td>CHM 166</td>
<td>General Chemistry I (w/lab)</td>
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<td>CHM 176</td>
<td>General Chemistry II (w/lab)</td>
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<td>CHM 261</td>
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<td>PHY 162</td>
<td>College Physics I (w/lab)</td>
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<td>PHY 172</td>
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<tr>
<td>PHY 222</td>
<td>Classical Physics II (w/lab)</td>
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</table>

**Student must take one science course from the courses listed:**

- BIO 105 Introductory Biology (w/lab) - 4 credits
- BIO 112 General Biology I (w/lab) - 4 credits
- BIO 113 General Biology II (w/lab) - 4 credits
- BIO 151 Nutrition - 3 credits
- BIO 162 Essentials of Anatomy and Physiology - 3 credits
- BIO 163 Essentials of Anatomy and Physiology (w/lab) - 4 credits
- BIO 168 Human Anatomy and Physiology I (w/lab) - 4 credits
- BIO 173 Human Anatomy and Physiology II (w/lab) - 4 credits
- BIO 186 Microbiology (w/lab) - 4 credits
- BIO 191 Introductory Biotechnology (w/lab) - 3 credits
- ENV 115 Environmental Science - 3 credits
- CHM 101 Fundamentals of Chemistry - 3 credits
- CHM 166 General Chemistry I (w/lab) - 5 credits
- CHM 176 General Chemistry II (w/lab) - 5 credits
- CHM 261 Organic Chemistry I (w/lab) - 4 credits
- CHM 271 Organic Chemistry II (w/lab) - 4 credits
- PHS 125 Physical Science (w/lab) - 4 credits
- PHY 162 College Physics I (w/lab) - 4 credits
- PHY 172 College Physics II (w/lab) - 4 credits
- PHY 212 Classical Physics I (w/lab) - 5 credits
- PHY 222 Classical Physics II (w/lab) - 5 credits

**Student must take four mathematics credits from the courses listed:**

- MAT 120 College Algebra - 3 credits
- MAT 127 College Algebra and Trigonometry - 5 credits
- MAT 134 Trigonometry and Analytic Geometry - 3 credits
- MAT 156 Statistics - 3 credits
- MAT 210 Calculus I - 4 credits
- MAT 216 Calculus II - 4 credits
- MAT 219 Calculus III - 4 credits
- MAT 225 Differential Equations - 3 credits

### D. Social Sciences  9 credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
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<td>Principles of Macroeconomics</td>
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<td>ECN 130</td>
<td>Principles of Microeconomics</td>
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<td>GEO 121</td>
<td>World Regional Geography</td>
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<tr>
<td>HIS 151</td>
<td>U.S. History to 1877</td>
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<td>HIS 152</td>
<td>U.S. History since 1877</td>
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<td>Iowa History</td>
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<td>PSY 111</td>
<td>Introduction to Psychology</td>
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<td>PSY 121</td>
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<td>CLS 105</td>
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<td>ANT 105</td>
<td>Cultural Anthropology</td>
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</table>

**Student must take at least one science course from the courses listed:**

- BIO 105 Introductory Biology (w/lab) - 4 credits
- BIO 112 General Biology I (w/lab) - 4 credits
- BIO 113 General Biology II (w/lab) - 4 credits
- BIO 151 Nutrition - 3 credits
- BIO 162 Essentials of Anatomy and Physiology - 3 credits
- BIO 163 Essentials of Anatomy and Physiology (w/lab) - 4 credits
- BIO 168 Human Anatomy and Physiology I (w/lab) - 4 credits
- BIO 173 Human Anatomy and Physiology II (w/lab) - 4 credits
- BIO 186 Microbiology (w/lab) - 4 credits
- BIO 191 Introductory Biotechnology (w/lab) - 3 credits
- ENV 115 Environmental Science - 3 credits
- CHM 101 Fundamentals of Chemistry - 3 credits
- CHM 166 General Chemistry I (w/lab) - 5 credits
- CHM 176 General Chemistry II (w/lab) - 5 credits
- CHM 261 Organic Chemistry I (w/lab) - 4 credits
- CHM 271 Organic Chemistry II (w/lab) - 4 credits
- PHS 125 Physical Science (w/lab) - 4 credits
- PHY 162 College Physics I (w/lab) - 4 credits
- PHY 172 College Physics II (w/lab) - 4 credits
- PHY 212 Classical Physics I (w/lab) - 5 credits
- PHY 222 Classical Physics II (w/lab) - 5 credits

**Student must take four mathematics credits from the courses listed:**

- MAT 120 College Algebra - 3 credits
- MAT 127 College Algebra and Trigonometry - 5 credits
- MAT 134 Trigonometry and Analytic Geometry - 3 credits
- MAT 156 Statistics - 3 credits
- MAT 210 Calculus I - 4 credits
- MAT 216 Calculus II - 4 credits
- MAT 219 Calculus III - 4 credits
- MAT 225 Differential Equations - 3 credits

### E. Distributed Requirements  8 credits

Select distributed requirements from any of the courses in categories A, B, C, and D.

### F. Electives  19 credits

A maximum of 16 credits of career and technical education courses may be applied to the elective category.

### G. Physical Education  2 credits

- PEA 101 Aerobic Fitness I - 0.5 credits
- PEA 103 Aquatrim I - 0.5 credits
- PEA 112 Basketball - 1 credit
- PEA 121 Circuit Wellness - 1 credit
- PEA 149 Pilates I - 0.5 credits
- PEA 164 Swimming I - 1 credit
- PEA 176 Volleyball I - 1 credit
- PEA 187 Weight Training I - 1 credit
- PEA 189 Yoga/Stretching I - 0.5 credits
- PEA 192 Walking I - 1 credit
- PEA 295 Scuba Diving - 2 credits
- PEH 110 Personal Wellness - 2 credits
- PEH 111 Personal Wellness - 3 credits
- PEV 115 Varsity Baseball - 1 credit
- PEV 121 Varsity Basketball, Men - 1 credit
- PEV 122 Varsity Basketball, Women - 1 credit
- PEV 130 Varsity Cross Country - 1 credit
- PEV 140 Varsity Golf - 1 credit
- PEV 160 Varsity Softball - 1 credit
- PEV 170 Varsity Volleyball - 1 credit

**Total AA Degree Requirements - 64 credits**

**Note:** Developmental courses will not be counted toward an AA degree.
## Associate of General Studies Degree (AGS)

The associate of general studies (AGS) degree is a broad course of study designed for those students who have unique educational needs. Students should check with potential employers and institutions to which they might transfer to determine if the AGS degree will be compatible with their future goals.

### Core Requirements - 12 credits

<table>
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<tr>
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<tbody>
<tr>
<td>SDV 108</td>
<td>The College Experience*</td>
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</table>

*All new freshmen students are required to enroll in SDV 108, The College Experience (1 credit). Transfer students who have earned 24 credits or less or have a GPA of 2.0 or below are also required to take the course. The purpose of this course is to help students develop academic success skills by connecting them to college resources and facilitating participation in college culture. This course will count toward elective credits (Section E).

### A. Communications 3 credits

<table>
<thead>
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<tbody>
<tr>
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<td>Composition I</td>
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<tr>
<td>ENG 106</td>
<td>Composition II</td>
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<td>ENG 221</td>
<td>Creative Writing</td>
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<tr>
<td>SPC 101</td>
<td>Fundamentals of Oral Comm</td>
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<td>SPC 122</td>
<td>Interpersonal Communication</td>
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### B. Humanities 3 credits

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<tr>
<td>LIT 110</td>
<td>American Literature to Mid - 1800's</td>
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<td>LIT 111</td>
<td>American Literature since Mid - 1800's</td>
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<td>LIT 140</td>
<td>British Literature I</td>
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<td>British Literature II</td>
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<td>LIT 161</td>
<td>The Short Story</td>
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<tr>
<td>LIT 177</td>
<td>Dramatic Literature</td>
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<tr>
<td>LIT 178</td>
<td>Mythological and Biblical Literature</td>
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<td>HIS 110</td>
<td>Western Civilization: Ancient to Early Mod</td>
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<td>HIS 111</td>
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<td>Middle Eastern Studies</td>
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### C. Mathematics and Sciences 3 credits

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<td>General Biology I (w/lab)</td>
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<tr>
<td>BIO 113</td>
<td>General Biology II (w/lab)</td>
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<td>BIO 162</td>
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### D. Social Sciences 3 credits

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<tr>
<td>ECN 130</td>
<td>Principles of Microeconomics</td>
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<td>GEO 121</td>
<td>World Regional Geography</td>
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<td>CLS 105</td>
<td>Cultural Diversity and Identity</td>
<td>3</td>
</tr>
<tr>
<td>ANT 105</td>
<td>Cultural Anthropology</td>
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</tr>
</tbody>
</table>

### E. Electives 50 credits

**Total AGS Degree Requirements - 62 credits**
College and University Transfer Information

The following pages contain courses of study which are guides to obtaining an associate of arts degree from Southwestern Community College. They also illustrate how Southwestern’s courses meet the requirements for various majors at selected four-year institutions in Iowa. The outlines are intended as guidelines for students planning to enter the profession listed. The list is not all inclusive, and students should consult with their advisors concerning requirements for their individual bachelor degree programs.

Students must assume responsibility for their own course of study because of possible changes after printing. Students are advised to correspond with their advisors, the admissions office, or the department at the college where they plan to transfer.

Developmental courses may be required before students can take college-level English or mathematics courses.

College Transfer Majors

Below is a partial list of majors students could select at four-year institutions after their freshman and sophomore years at Southwestern.

- Accounting
- Agricultural Business
- Agricultural Education
- Agronomy
- Animal Science
- Anthropology
- Architecture
- Art and Design
- Athletic Training
- Biochemistry
- Biology
- Biotechnology
- Botany
- Broadcasting
- Business
- Chemistry
- Child and Family Services
- Child Care
- Chiropractic
- Coaching
- Communication
- Computer Science
- Criminology
- Dentistry
- Dietetics - Food and Nutrition
- Early Childhood Education
- Earth Science
- Ecology
- Economics
- Elementary Education
- Engineering
- English
- Environmental Studies
- Family and Consumer Sciences Education
- Fashion Merchandising
- Finance
- Food Science
- Forestry
- Genetics
- Geography
- Government
- History
- Horticulture
- International Business
- Journalism
- Law
- Leisure Studies
- Liberal Arts
- Library Science
- Literature
- Management
- Marketing
- Mass Communication
- Mathematics
- Meteorology
- Microbiology
- Mortuary Science
- Music
- Nursing
- Occupational Therapy
- Optometry
- Pharmacy
- Philosophy
- Physical Education
- Physical Therapy
- Pre-Med
- Pre-Physician Assistant
- Physics
- Political Science
- Psychology
- Public Administration
- Public Relations
- Recreation
- Religion
- Secondary Education
- Social Science
- Social Work
- Sociology
- Spanish
- Special Education
- Speech Communication
- Sports Management
- Statistics
- Theater
- Transportation and Logistics
- Veterinary Medicine
- Wildlife Biology
- Zoology

The following pages include two-year plans for some of the college’s most popular college transfer majors. If a two-year plan is not listed for the major you have chosen, please contact the admissions office or your academic advisor for course planning.
### Biology

#### First Year

#### First Semester

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SDV 108</td>
<td>The College Experience</td>
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<tr>
<td>ENG 105</td>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
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### Biotechnology

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*Recommended humanities courses
PHI 105 Introduction to Ethics
FLS 141 Elementary Spanish I

**Recommended social sciences courses
ECN 120 Principles of Macroeconomics
ECN 130 Principles of Microeconomics
GEO 121 World Regional Geography
CLS 105 Cultural Diversity and Identity

NOTE: Students are expected to have computer expertise equivalent to CSC 110 Introduction to Computers. Students without this expertise should plan to take this course prior to entry in the program. It is strongly recommended that students majoring in biotechnology take Organic Chemistry I and II during their second year.
## Business

### First Year

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## Chemistry

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*Recommended general education electives include the following: PSY 251 Social Psychology, POL 111 American National Government, SOC 115 Marriage and Family, CRJ 100 Intro to Criminal Justice (online), CRJ 130 Criminal Law (online), and CRJ 201 Juvenile Delinquency (online).

### Early Childhood Education

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*Required ECE electives are offered through the Iowa Community College Online Consortium: ECE 103 Introduction to Early Childhood Education; ECE 133 Child Health, Safety, and Nutrition; ECE 243 Early Childhood Guidance; ECE 158 Early Childhood Curriculum I; ECE 159 Early Childhood Curriculum II; ECE 211 Infant Toddler Care/Education; ECE 170 Child Growth & Development; and ECE 262 Early Childhood Field Experience.

The following are the Child Development Associate Credential preparation courses (13 credits): ECE 243 Early Childhood Guidance; ECE 133 Child Health Safety & Nutrition; ECE 103 Intro to Early Childhood Education; and choose one of the following: ECE 221 Infant Toddler Care/Education, ECE 158 Early Childhood Curriculum I, ECE 159 Early Childhood Curriculum II; or ECE 106 Child Development Associate Standards.
## Elementary Education

### First Year

#### First Semester

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*It is recommended that education majors take one natural science and one physical science course, with at least one containing a lab.*

## Mortuary Science

### First Year

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### Coaching Authorization

- BIO 162 Essentials of Anatomy and Physiology 3
- PSY 121 Developmental Psychology 3
- PEC 101 Introduction to Coaching 3
- PEC 128 Care and Prevention of Athletic Injuries 3

*Examples of physical education electives include: PEC 101 Introduction to Coaching, PEC 128 Care and Prevention of Athletic Injuries, PEH 141 First Aid and PEH 101 Health. Please check with advisor for other PE options.

**It is recommended that education majors take one natural science and one physical science course, with at least one containing a lab.
## Pre-Physical Therapy

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*Examples of psychology electives include: PSY 121 Developmental Psychology and PSY 241 Abnormal Psychology.

## Pre-Physician Assistant

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### Psychology

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*Recommended psychology electives include the following: PSY 241 Abnormal Psychology, PSY 251 Social Psychology, and PSY 281 Educational Psychology.

**Recommended sociology electives include the following: SOC 115 Social Problems, CLS 105 Cultural Diversity and Identity, and SOC 120 Marriage and Family.

### Secondary Education

#### First Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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<tr>
<td><strong>First Semester</strong></td>
<td>SDV 108</td>
<td>The College Experience</td>
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</tr>
<tr>
<td></td>
<td>PSY 111</td>
<td>Introduction to Psychology</td>
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<td></td>
<td>ENG 105</td>
<td>Composition I</td>
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<td></td>
<td>EDU 213</td>
<td>Introduction to Education</td>
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<td>ENG 106</td>
<td>Composition II</td>
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<td>PSY 121</td>
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#### Second Year

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<th>Course Name</th>
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<td>SPC 101</td>
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<td>POL 111</td>
<td>American National Government</td>
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<td>Physical Science Requirement*</td>
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*It is recommended that education majors take one natural science and one physical science course, with at least one containing a lab.
# Sports Management

## First Year

### First Semester

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<th>Course Name</th>
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<tbody>
<tr>
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<td>ENG 105</td>
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<td>MAT 156</td>
<td>Statistics</td>
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<td>ECN 120</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
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<td>MGT 101</td>
<td>Principles of Management</td>
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### Second Semester

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<td>ECN 130</td>
<td>Principles of Microeconomics</td>
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<td>MKT 110</td>
<td>Principles of Marketing</td>
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## Second Year

### First Semester

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<td>ACC 131</td>
<td>Principles of Accounting I</td>
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<tr>
<td>PEC 108</td>
<td>Sports and Society</td>
<td>3</td>
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<td>Humanities Requirement</td>
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### Second Semester

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<td>Introduction to Sports Management</td>
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<td>SPC 101</td>
<td>Fundamentals of Oral Communication</td>
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<td>Distributed Requirement*</td>
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*Distributed requirements may be selected from the areas of communications, humanities, mathematics and sciences, or social sciences.*
Career-Related Programs

Career Option Programs

Associate of Science Degrees

Some students who enter Southwestern do not wish to take career and technical education programs; but, four-year degree programs do not especially fit their needs either. For these students another alternative is available—career option programs.

These programs are designed to prepare people for work after two years of study. Credits earned in these programs may be transferred at a later time should a person desire to continue his/her education. Upon completion of these programs with a 2.0 grade point average, an associate of science degree is granted. Developmental courses will not count toward an associate of science degree.

Career option programs at Southwestern include the following:

- Accounting
- Agricultural Business
- Business Administration
- Office Systems Specialist

Career and Technical Education Programs

Associate of Applied Science Degrees, Associate of Applied Arts Degrees, Diplomas, or Certificates

Southwestern’s career and technical education programs are designed to provide instruction of a preparatory type in the development of basic skills, safety, technical knowledge, and related information for the purpose of preparing persons for employment.

The skilled trade programs are equipped with labs similar to those in industry. The facilities make possible practical instruction through hands-on experience using the instruments, tools, and equipment used in the field. Instructors are trained and experienced in their field of expertise.

Credits granted in various programs are not necessarily transferable to other institutions. Transfer of credits to a four-year program at another institution will be determined by the four-year institution on the basis that the courses and credits are applicable to the work outlined in the curriculum of that institution.

The associate of applied science or associate of applied arts degree is granted to students who complete two-year career and technical education programs and meet all graduation requirements.

A diploma is awarded upon successful completion of all courses in a career and technical education program of less than two years.

A certificate is awarded following successful completion of a select group of career courses in a four- to six-month format.

Most career and technical education programs require students to begin in August (fall semester). General education electives may be taken anytime.

Career and technical education programs at Southwestern include the following:

- Accounting and Information Technology—Associate of Applied Science Degree
- Agricultural Production Technology—Associate of Applied Science Degree
- Automotive Repair/Automotive Repair Technology—Diploma or Associate of Applied Science Degree
- Business Systems Networking—Diploma or Associate of Applied Science Degree
- Carpentry and Building Trades—Diploma or Associate of Applied Science Degree
- Collision Repair/Refinish—Diploma or Associate of Applied Science Degree
- Graphic Design—Certificate
- Help Desk—Diploma
- Management Information Systems—Associate of Applied Science Degree
- Medical Transcription—Diploma or Associate of Applied Science Degree
- Nursing Education (LPN and RN)—Diploma or Associate of Applied Science Degree
- Office Skills—Diploma
- Professional Music—Associate of Applied Arts Degree
- Structural Drafting/Structural Engineering Technology—Diploma or Associate of Applied Science Degree
- Web Design and Development—Associate of Applied Science Degree
  - Web Programming Track
  - Web Design Track
# Accounting

**Award: Associate of Science Degree**

The accounting program is designed to provide students with the fundamentals necessary to obtain entry-level positions for a career in the field of accounting. Program instruction provides students with a systematic approach to analyze and track financial information through the accounts and records of a business. The accounting degree may be used as a pre-CPA track and transferred to a four-year institution. An accounting and information technology degree is also available.

## Year 1

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Year 1</th>
<th>Course Name</th>
<th>Course #</th>
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<tr>
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<tr>
<td></td>
<td>Principles of Accounting I</td>
<td>ACC 131</td>
<td>4</td>
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<td>Introduction to Business</td>
<td>BUS 102</td>
<td>3</td>
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<tr>
<td></td>
<td>Introduction to Keyboarding or proof of competency</td>
<td>ADM 105</td>
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<td>Introduction to Computers</td>
<td>CSC 110</td>
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<td></td>
<td>Composition I</td>
<td>ENG 105</td>
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<tr>
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<td>Composition II or Business Communications</td>
<td>ENG 106</td>
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<td></td>
<td>Intermediate Algebra or higher level math</td>
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<td></td>
<td>Business Math and Calculators</td>
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<th>Year 2</th>
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<tr>
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<td>Income Tax Accounting</td>
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<td>Principles of Microeconomics</td>
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<td></td>
<td>Statistics or Quantitative Methods for Business Decision Making</td>
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<td>Business Problem Solving</td>
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**General education elective options include, but are not limited to:**

- Introduction to Psychology | PSY 111 | 3 |
- Introduction to Literature | LIT 101 | 3 |
- Introduction to Sociology | SOC 110 | 3 |
- College Algebra | MAT 120 | 3 |

**Business/computer elective options include, but are not limited to:**

- Payroll Accounting | ACC 161 | 3 |
- Human Relations | BUS 161 | 3 |
- Quantitative Methods for Business Decision Making | BUS 230 | 3 |
- Principles of Management | MGT 101 | 3 |
- Internship | BUS 932 | 4 |
- Computer Business Applications | BCA 215 | 3 |
- Intro to Entrepreneurship | BUS 130 | 3 |
- Business Law II | BUS 186 | 3 |
- Advanced Computer Business Applications | BCA 214 | 3 |
- Statistics | MAT 156 | 3 |

Students must complete 71 credits and maintain a 2.0 grade point average to be awarded an associate of science degree in accounting.
Accounting and Information Technology

Award: Associate of Applied Science Degree

This two-year applied program prepares students to work in the accounting profession by providing a foundation of principles of accounting and technology basics. The emphasis is on strong information technology skills in order to enhance the use of accounting information systems and enterprise resource planning systems. The accountants of tomorrow will find it necessary to extract data and present it in a way that can be used for decision making. Students will be asked to apply advanced problem-solving techniques and accounting principles in a business environment.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>The College Experience</td>
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<td>Introduction to Keyboarding</td>
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<td>Introduction to Business</td>
<td>BUS 102</td>
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<td>Introduction to Computers</td>
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<td>Fundamentals of Oral Communication</td>
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<td>ACC 261</td>
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<td>Business Problem Solving</td>
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<td>Pre-Employment Strategies</td>
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*General education elective options include, but are not limited to:
- Introduction to Psychology: PSY 111 3
- Introduction to Literature: LIT 101 3
- Introduction to Sociology: SOC 110 3
- College Algebra: MAT 120 3

**Related electives may include, but are not limited to:
- Advanced Database and SQL: CIS 339 3
- Management Information Systems: CIS 755 3
- Payroll Accounting: ACC 161 3

Students must complete 66 credits and maintain a 2.0 grade point average to be awarded an associate of applied science degree in accounting and information technology.
Agricultural Business

Award: Associate of Science Degree

This two-year program combines business courses with agricultural science and includes current ecological issues related to preserving our environment. Careers in agricultural business include co-op, farm and feedlot manager, sales and technical service representative, grain merchandiser, commodity broker, banker, credit analyst, auditor, economist, fertilizer applicator, farmer, etc. A two-year agricultural production technology program is also available.

### Year 1

<table>
<thead>
<tr>
<th>Fall Semester</th>
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<tbody>
<tr>
<td>✓ Course Name</td>
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<tr>
<td>The College Experience</td>
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<tr>
<td>Principles of Agronomy</td>
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<th>Spring Semester</th>
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<tr>
<td>Grain and Forage Crops or Survey of the Animal Industry</td>
</tr>
<tr>
<td>AGS 112</td>
</tr>
<tr>
<td>Western Civilization: Ancient to Early Modern or Western Civilization: Early Modern to Present or American National Government</td>
</tr>
<tr>
<td>HIS 111</td>
</tr>
<tr>
<td>POL 111</td>
</tr>
<tr>
<td>Composition II</td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>Statistics</td>
</tr>
<tr>
<td>Agriculture Lab</td>
</tr>
<tr>
<td>Total: 16.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Session (Optional Ag Business Elective)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Course Name</td>
</tr>
<tr>
<td>Internship</td>
</tr>
<tr>
<td>Total: 3.0</td>
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</tbody>
</table>

### Year 2

<table>
<thead>
<tr>
<th>Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Course Name</td>
</tr>
<tr>
<td>Principles of Accounting I</td>
</tr>
<tr>
<td>Introduction to Agriculture Markets</td>
</tr>
<tr>
<td>General Chemistry I (w/lab)</td>
</tr>
<tr>
<td>Agriculture Lab</td>
</tr>
<tr>
<td>Fundamentals of Oral Communication</td>
</tr>
<tr>
<td>Physical Education</td>
</tr>
<tr>
<td>Total: 16.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Course Name</td>
</tr>
<tr>
<td>Agricultural Selling</td>
</tr>
<tr>
<td>Farm Business Management</td>
</tr>
<tr>
<td>Beef Cattle Science</td>
</tr>
<tr>
<td>Introduction to Ethics</td>
</tr>
<tr>
<td>Introductory Biology (w/lab)</td>
</tr>
<tr>
<td>Agriculture Lab</td>
</tr>
<tr>
<td>Physical Education</td>
</tr>
<tr>
<td>Total: 17.0</td>
</tr>
<tr>
<td>AS Degree Total: 65.0</td>
</tr>
</tbody>
</table>

*Ag business electives include, but are not limited to:

- Issues in Sustainable Agriculture | AGB 450 | 3 |
- Livestock Merchandising | AGS 280 | 3 |
- Leadership in Agriculture | AGC 315 | 3 |
- Livestock Evaluation | AGS 305 | 3 |
- Internship | AGB 932 | 3 |
- Online Ag Course

Students must complete 65 credits and maintain a 2.0 grade point average to be awarded an associate of science degree in agricultural business.
Agricultural Production Technology

Award: Associate of Applied Science Degree

This agricultural degree option provides students with hands-on experiences and current knowledge of production and management techniques on the college’s 130-acre farm. The successful operation of a farm is a mainstay in rural America. Providing students with experience in sales, service, production, management, marketing and research are key to a healthy rural community. This program is designed to give students opportunities to gain applied skills and knowledge and allows them to seek employment in the farming industry or to engage in a farming operation. A two-year agricultural business option is also available.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Fall Semester</strong></td>
</tr>
<tr>
<td>✓ Course Name</td>
<td>Course Name</td>
</tr>
<tr>
<td>The College Experience</td>
<td>Principles of Accounting I</td>
</tr>
<tr>
<td>Principles of Agronomy</td>
<td>Livestock Evaluation</td>
</tr>
<tr>
<td>Introduction to Computers</td>
<td>Introduction to Agriculture Markets</td>
</tr>
<tr>
<td>Fundamentals of Oral Communication</td>
<td>Issues in Sustainable Ag or Leadership in Agriculture</td>
</tr>
<tr>
<td>Technical Math</td>
<td>Elective*</td>
</tr>
<tr>
<td>Livestock Merchandising</td>
<td>Agriculture Lab</td>
</tr>
<tr>
<td>Agriculture Lab</td>
<td>Agriculture Lab</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>Total:</strong></td>
</tr>
</tbody>
</table>

| Spring Semester | **Spring Semester** |
| ✓ Course Name | Course Name | Credits |
| Principles of Microeconomics | Agricultural Selling | ECN 130 | AGB 336 | 3 | 3 |
| Grain and Forage Crops | Farm Business Management | AGA 212 | AGB 330 | 4 | 3 |
| Agriculture Applications of Computers | Beef Cattle Science | AGC 308 | AGS 226 | 3 | 3 |
| Survey of the Animal Industry | Sharpening Your Business Writing Skills | AGS 112 | COM 101 | 4 | 1 |
| Agriculture Lab | Pre-Employment Strategies | AGC 909 | SDV 153 | 0 | 2 |
| **Total:** | Elective* | AGC 909 | COM 101 | 0 | 3 |
| | Agriculture Lab | AGC 909 | AGB 932 | 0 | 0 |
| **Total:** | **Total:** | 14.0 | 15.0 |

| Summer Session | **AAS Degree Total:** |
| ✓ Course Name | Course # | Credits |
| Internship | Internship II | AGB 932 | AGB 942 | 3 | 3 |
| Agriculture Lab | Agriculture Lab | AGC 909 | AGC 909 | 0 | 0 |
| **Total:** | **Total:** | 6.0 | 67.0 |

* Students may choose electives from online agriculture courses or courses outside the agriculture program with approval of the instructor.

Students must complete 67 credits and maintain a 2.0 grade point average to be awarded an associate of applied science degree in agricultural production technology.
# Automotive Repair/Automotive Repair Technology

**Awards: Diploma or Associate of Applied Science Degree**

In this program, students will learn theory, diagnostics, and repair procedures in basic automotive areas such as air conditioning, electricity, brakes, steering, and suspension systems. Maintenance and light repairs are the fastest growing segment in automotive repair technology. Salaries and benefits reflect this need as independent repair shops, dealerships, and franchised shops are employing technicians specializing in one-day repairs.

## Year 1

### Diploma

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success Seminar</td>
<td>SDV 110</td>
<td>0.5</td>
</tr>
<tr>
<td>Introduction to Automotive Technology</td>
<td>AUT 104</td>
<td>3</td>
</tr>
<tr>
<td>Automotive Brake Systems</td>
<td>AUT 503</td>
<td>3</td>
</tr>
<tr>
<td>Automotive Suspension and Steering</td>
<td>AUT 404</td>
<td>4</td>
</tr>
<tr>
<td>Technical Math</td>
<td>MAT 743</td>
<td>3</td>
</tr>
<tr>
<td>Welding for Automotive</td>
<td>AUT 140</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>15.5</strong></td>
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### Spring Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Automotive Electricity</td>
<td>AUT 603</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Automotive Electricity</td>
<td>AUT 652</td>
<td>3</td>
</tr>
<tr>
<td>Automotive Heating and Air Conditioning</td>
<td>AUT 704</td>
<td>4</td>
</tr>
<tr>
<td>Sharpening Your Business Writing Skills</td>
<td>COM 101</td>
<td>1</td>
</tr>
<tr>
<td>Pre-Employment Strategies</td>
<td>SDV 153</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>13.0</strong></td>
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</table>

### Summer Session

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Automotive Powertrain</td>
<td>AUT 242</td>
<td>6</td>
</tr>
<tr>
<td>Automotive Service Management</td>
<td>AUT 870</td>
<td>2</td>
</tr>
<tr>
<td>Basic Automotive Body Maintenance</td>
<td>AUT 145</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
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</table>

**1-Year Automotive Repair Diploma Total:** 38.5

## Year 2

### Associate of Applied Science Degree

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Fuel Systems</td>
<td>AUT 834</td>
<td>4</td>
</tr>
<tr>
<td>Automotive Engine Repair</td>
<td>AUT 163</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Automotive Engine Repair</td>
<td>AUT 173</td>
<td>3</td>
</tr>
<tr>
<td>Human Relations</td>
<td>BUS 161</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>13.0</strong></td>
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</table>

### Fall Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Electronic Engine Controls</td>
<td>AUT 844</td>
<td>6</td>
</tr>
<tr>
<td>Advanced Automotive Brakes and Alignment</td>
<td>AUT 535</td>
<td>5</td>
</tr>
<tr>
<td>Physical Science (with lab)</td>
<td>PHS 125</td>
<td>4</td>
</tr>
<tr>
<td>Advanced Welding Techniques</td>
<td>CRR 116</td>
<td>2</td>
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### Summer Session

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Automotive Powertrain</td>
<td>AUT 243</td>
<td>6</td>
</tr>
<tr>
<td>Advanced Automotive Tune-up</td>
<td>AUT 823</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>10.0</strong></td>
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</tbody>
</table>

**AAS Degree Total (including 1-year diploma):** 78.5

Students must complete 38.5 credits and maintain a 2.0 grade point average to be awarded a diploma in automotive repair.

Students working through both the collision repair/refinish and automotive repair technology programs may need some elective courses to achieve full-time financial aid status during the third year. Suggested electives include introduction to business, introduction to entrepreneurship, fundamentals of computer operations, personal finance, and business math and calculators.
Business Administration

Award: Associate of Science Degree

The business administration curriculum consists of a general education core with specific course work in business, accounting, economics, management, and law. Graduates of this program will be able to display a knowledge of business concepts required for today's ever-changing business environment with a background in critical thinking skills and team building. The job opportunities are varied and may include finance, management, marketing, sales, or small business ownership.

### Year 1

#### Fall Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College Experience</td>
<td>SDV 108</td>
<td>1</td>
</tr>
<tr>
<td>Principles of Accounting I</td>
<td>ACC 131</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Business</td>
<td>BUS 102</td>
<td>3</td>
</tr>
<tr>
<td>Composition I</td>
<td>ENG 105</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Keyboarding</td>
<td>ADM 105</td>
<td>1</td>
</tr>
<tr>
<td>Introduction to Computers</td>
<td>CSC 110</td>
<td>3</td>
</tr>
<tr>
<td>Intermediate Algebra or higher level math</td>
<td>MAT 101</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
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<td>19.0</td>
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</table>

#### Spring Semester

<table>
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<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Accounting II</td>
<td>ACC 132</td>
<td>4</td>
</tr>
<tr>
<td>Composition II or Business Communications</td>
<td>ENG 106 BUS 121</td>
<td>3</td>
</tr>
<tr>
<td>Computer Business Applications</td>
<td>BCA 215</td>
<td>3</td>
</tr>
<tr>
<td>General Education Elective*</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Business/Computer Elective**</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Business/Computer Elective**</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td>1</td>
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### Year 2

#### Fall Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Law I</td>
<td>BUS 185</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>MGT 101</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Macroeconomics</td>
<td>ECN 120</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Oral</td>
<td>SPC 101</td>
<td>3</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business/Computer Elective**</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Elective*</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
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<td>18.0</td>
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#### Spring Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Employment Strategies</td>
<td>SDV 153</td>
<td>2</td>
</tr>
<tr>
<td>Business Law II</td>
<td>BUS 186</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>MKT 110</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
<td>ECN 130</td>
<td>3</td>
</tr>
<tr>
<td>Business Problem Solving</td>
<td>BUS 238</td>
<td>3</td>
</tr>
<tr>
<td>Statistics or Quantitative Methods for Business Decision Making</td>
<td>MAT 156 BUS 230</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td>17.0</td>
</tr>
</tbody>
</table>

**General education elective options include, but are not limited to:**

- Introduction to Psychology | PSY 111 | 3
- Introduction to Literature | LIT 101 | 3
- Introduction to Sociology | SOC 110 | 3
- College Algebra | MAT 120 | 3

**Business/computer elective options available for emphasis tracks:**

- Accounting (A), Management (M), Entrepreneurship (E) and Sports Management (SM):
  - E-commerce (E) | BUS 150 | 3
  - Cost Accounting (A & M) | ACC 221 | 3
  - Computer Accounting (A) | ACC 311 | 3
  - Income Tax Accounting (A) | ACC 261 | 3
  - Small Business Mgmt (M & E) | MGT 110 | 3
  - Human Relations (M) | BUS 161 | 3
  - Introduction to Entrepreneurship (E) | BUS 130 | 3
  - Sports and Society (SM) | PEC 108 | 3
  - Principles of Sports Management (SM) | PEH 255 | 3
  - Introduction to Physical Education (SM) | PEH 162 | 3

Students must complete 74 credits and maintain a 2.0 grade point average to be awarded an associate of science degree in business administration.
# Business Systems Networking

**Awards: Diploma or Associate of Applied Science Degree**

The business systems networking program is designed to provide the graduate with the skills necessary to install, configure, manage and maintain a network operating system. These are the skills necessary to pass the CompTia A+ Helpdesk Exams and Microsoft Certified IT Professional Certification Exams. Graduates will be prepared to work for any organization that currently has, or is planning to install, a network configuration for their computer system. Graduates will learn about regulatory compliance and entry level forensics for maintaining a secure network environment. Computer support organizations that consult with clients on the installation and maintenance of computer networks will find these graduates in high demand.

## Year 1

### Diploma

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College Experience</td>
<td>SDV 108</td>
<td>1</td>
</tr>
<tr>
<td>Introduction to Computers</td>
<td>CSC 110</td>
<td>3</td>
</tr>
<tr>
<td>College Algebra</td>
<td>MAT 120</td>
<td>3</td>
</tr>
<tr>
<td>Computer Hardware Basics</td>
<td>NET 122</td>
<td>3</td>
</tr>
<tr>
<td>Operating Systems Software Basics</td>
<td>NET 132</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Oral Communication</td>
<td>SPC 101</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>16.0</strong></td>
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### Spring Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC Operating Systems</td>
<td>CIS 650</td>
<td>3</td>
</tr>
<tr>
<td>Windows Server</td>
<td>NET 313</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Programming Logic</td>
<td>CIS 121</td>
<td>3</td>
</tr>
<tr>
<td>Physical Science (w/lab)</td>
<td>PHS 125</td>
<td>4</td>
</tr>
<tr>
<td>Computer Business Applications</td>
<td>BCA 215</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
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<td><strong>16.0</strong></td>
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### Summer Session

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regulatory Compliance</td>
<td>NET 731</td>
<td>3</td>
</tr>
<tr>
<td>Computer Forensics and Investigations</td>
<td>NET 730</td>
<td>3</td>
</tr>
<tr>
<td>Internship</td>
<td>BUS 932</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
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</tr>
</tbody>
</table>

**1-Year Business Systems Networking Diploma Total:** **42.0**

Students must complete 42 credits and maintain a 2.0 grade point average to be awarded a diploma in business systems networking.

## Year 2

### Associate of Applied Science Degree

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Basic</td>
<td>CIS 604</td>
<td>3</td>
</tr>
<tr>
<td>Windows Directory Services</td>
<td>NET 343</td>
<td>3</td>
</tr>
<tr>
<td>Windows Network Management</td>
<td>NET 323</td>
<td>3</td>
</tr>
<tr>
<td>Implementing Windows Network Infrastructure</td>
<td>NET 333</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Psychology or other social sciences course (with approval of instructor)</td>
<td>PSY 111</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Computer Business Applications</td>
<td>BCA 214</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
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<td><strong>18.0</strong></td>
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### Spring Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windows Security</td>
<td>NET 353</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Database and SQL</td>
<td>CIS 339</td>
<td>3</td>
</tr>
<tr>
<td>Web Infrastructure</td>
<td>CIS 230</td>
<td>3</td>
</tr>
<tr>
<td>Web Design</td>
<td>GRA 151</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>MAT 156</td>
<td>3</td>
</tr>
<tr>
<td>Composition I or Pre-Employment Strategies (2 credits) and Sharpening Your Business Writing Skills (1 credit)</td>
<td>ENG 105 SDV 153 COM 101</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>18.0</strong></td>
</tr>
</tbody>
</table>

**AAS Degree Total (including 1-year diploma):** **78.0**

Students must complete 78 credits and maintain a 2.0 grade point average to be awarded an associate of applied science degree in business systems networking.

---

*Students should check with their advisors for correct semester and section numbers. This outline is for advising and schedule planning purposes only.*
Carpentry and Building Trades

Awards: Diploma or Associate of Applied Science Degree

The carpentry and building trades program will prepare students for entry into all carpentry fields from residential home construction to commercial building. This program offers students opportunities to complete all four levels of apprenticeship training as recommended by the Bureau of Apprenticeship Training and is recognized by the Associated Builders and Contractors, Incorporated.

### Year 1
#### Diploma

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success Seminar</td>
<td>SDV 110</td>
<td>0.5</td>
</tr>
<tr>
<td>Basic Construction Skills</td>
<td>CON 141</td>
<td>2</td>
</tr>
<tr>
<td>Carpentry Level I</td>
<td>CON 155</td>
<td>3</td>
</tr>
<tr>
<td>Construction Lab IA</td>
<td>CON 183</td>
<td>5</td>
</tr>
<tr>
<td>Construction Lab IB</td>
<td>CON 184</td>
<td>5</td>
</tr>
<tr>
<td>Technical Math</td>
<td>MAT 743</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>18.5</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpentry Level II</td>
<td>CON 156</td>
<td>5</td>
</tr>
<tr>
<td>Construction Lab IIA</td>
<td>CON 188</td>
<td>5</td>
</tr>
<tr>
<td>Construction Lab IIB</td>
<td>CON 189</td>
<td>5</td>
</tr>
<tr>
<td>Sharpening Your Business Writing Skills</td>
<td>COM 101</td>
<td>1</td>
</tr>
<tr>
<td>Pre-Employment Strategies</td>
<td>SDV 153</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>18.0</strong></td>
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</table>

### Summer Session

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction Lab III</td>
<td>CON 187</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>8.0</strong></td>
</tr>
</tbody>
</table>

**1-Year Carpentry and Building Trades Diploma Total:** 44.5

Students must complete 44.5 credits and maintain a 2.0 grade point average to be awarded a diploma in carpentry and building trades.

### Year 2
#### Associate of Applied Science Degree

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpentry Level III</td>
<td>CON 158</td>
<td>5</td>
</tr>
<tr>
<td>Internship I</td>
<td>CON 401</td>
<td>8</td>
</tr>
<tr>
<td>Human Relations</td>
<td>BUS 161</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>16.0</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpentry Level IV</td>
<td>CON 159</td>
<td>5</td>
</tr>
<tr>
<td>Internship II</td>
<td>CON 402</td>
<td>8</td>
</tr>
<tr>
<td>Introduction to Business</td>
<td>BUS 102</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>16.0</strong></td>
</tr>
</tbody>
</table>

**AAS Degree Total (including 1-year diploma):** 76.5

Students must complete 76.5 credits and maintain a 2.0 grade point average to be awarded an associate of applied science degree in carpentry and building trades.

---

Students should check with their advisors for correct semester and section numbers. This outline is for advising and schedule planning purposes only.
Collision Repair/Refinish

Awards: Diploma or Associate of Applied Science Degree

This ASE NATEF-certified program balances the I-CAR® Enhanced Delivery curriculum with actual hands-on experience in our lab/shop. Automotive Service Excellence (ASE) certified staff will train students in areas of panel straightening, refinishing, structural and non-structural repair, plastic repair, welding, mechanical repairs and estimating. The latest technology and quality workmanship are incorporated into the curriculum. Students can earn I-CAR® Gold Class points and I-CAR® Platinum Individual recognition through our I-CAR® Industry Training Alliance Membership. The training also allow students to become ASE certified. This is an I-CAR Gold Class Professional program.

### Year 1

**Students should check with their advisors for correct semester and section numbers. This outline is for advising and schedule planning purposes only.**

<table>
<thead>
<tr>
<th align="left">Fall Semester</th>
<th>Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td align="left">✔ Course Name</td>
<td>Course #</td>
</tr>
<tr>
<td align="left">Success Seminar</td>
<td>SDV 110</td>
</tr>
<tr>
<td align="left">Technical Math</td>
<td>MAT 743</td>
</tr>
<tr>
<td align="left">Introduction to Collision Repair</td>
<td>CRR 301</td>
</tr>
<tr>
<td align="left">Sheet Metal Welding</td>
<td>CRR 101</td>
</tr>
<tr>
<td align="left">Sheet Metal Fundamentals</td>
<td>CRR 324</td>
</tr>
<tr>
<td align="left">Non-Structural Repairs</td>
<td>CRR 420</td>
</tr>
<tr>
<td align="left">Introduction to Refinishing</td>
<td>CRR 804</td>
</tr>
<tr>
<td align="left"><strong>Total:</strong></td>
<td><strong>18.5</strong></td>
</tr>
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<table>
<thead>
<tr>
<th align="left">Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td align="left">✔ Course Name</td>
</tr>
<tr>
<td align="left">Sharpening Your Business Writing Skills</td>
</tr>
<tr>
<td align="left">Pre-Employment Strategies</td>
</tr>
<tr>
<td align="left">Estimating</td>
</tr>
<tr>
<td align="left">Plastic Repair</td>
</tr>
<tr>
<td align="left">Frame and Uni-body Damage Analysis</td>
</tr>
<tr>
<td align="left">Refinishing II</td>
</tr>
<tr>
<td align="left">Collision Lab I</td>
</tr>
<tr>
<td align="left"><strong>Total:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th align="left">Summer Session</th>
</tr>
</thead>
<tbody>
<tr>
<td align="left">✔ Course Name</td>
</tr>
<tr>
<td align="left">Mechanical Repairs</td>
</tr>
<tr>
<td align="left">Structural Repair</td>
</tr>
<tr>
<td align="left">Collision Lab II</td>
</tr>
<tr>
<td align="left">Auto Service Management</td>
</tr>
<tr>
<td align="left"><strong>Total:</strong></td>
</tr>
</tbody>
</table>

1-Year Collision Repair/Refinish Diploma Total: **48.5**

### Year 2

#### Associate of Applied Science Degree

<table>
<thead>
<tr>
<th align="left">Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td align="left">✔ Course Name</td>
</tr>
<tr>
<td align="left">Human Relations</td>
</tr>
<tr>
<td align="left">Advanced Structural Repair</td>
</tr>
<tr>
<td align="left">Advanced Estimating</td>
</tr>
<tr>
<td align="left">Collision Lab III</td>
</tr>
<tr>
<td align="left">Introduction to Automotive Technology</td>
</tr>
<tr>
<td align="left">Automotive Brake Systems</td>
</tr>
<tr>
<td align="left">Automotive Suspension and Steering</td>
</tr>
<tr>
<td align="left"><strong>Total:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th align="left">Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td align="left">✔ Course Name</td>
</tr>
<tr>
<td align="left">Physical Science (with lab)</td>
</tr>
<tr>
<td align="left">Collision Lab IV</td>
</tr>
<tr>
<td align="left">Basic Automotive Electricity</td>
</tr>
<tr>
<td align="left">Advanced Automotive Electricity</td>
</tr>
<tr>
<td align="left">Automotive Heating and Air Conditioning</td>
</tr>
<tr>
<td align="left">Advanced Welding Techniques</td>
</tr>
<tr>
<td align="left"><strong>Total:</strong></td>
</tr>
</tbody>
</table>

AAS Degree Total (including 1-year diploma): **85.5**

Students must complete 85.5 credits and maintain a 2.0 grade point average to be awarded an associate of applied science degree in collision repair/refinish.

Students working through both the collision repair/refinish and automotive repair technology programs may need some elective courses to achieve full-time financial aid status during the third year. Suggested electives include introduction to business, introduction to entrepreneurship, fundamentals of computer operations, personal finance, and business math and calculators. Students must complete 48.5 credits and maintain a 2.0 grade point average to be awarded a diploma in collision repair/refinish.
## Graphic Design

**Award: Certificate**

The graphic design certificate is targeted for students interested in either print layout and/or Web publishing. Students may be employed or looking to improve or update their skills in specific software programs.

<table>
<thead>
<tr>
<th>9-Month Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
</tr>
<tr>
<td>✓ Course Name</td>
</tr>
<tr>
<td>The College Experience</td>
</tr>
<tr>
<td>Computer Graphic Design</td>
</tr>
<tr>
<td>Web Multimedia</td>
</tr>
<tr>
<td>Layout Design</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Spring Semester</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Course Name</td>
</tr>
<tr>
<td>Introduction to Computer Animation</td>
</tr>
<tr>
<td>Web Design</td>
</tr>
<tr>
<td>Digital Design</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
</tr>
</tbody>
</table>

**Graphic Design Certificate Total: 19.0**

Prior computer knowledge and experience is strongly recommended for this program.

Students must complete 19 credits and maintain a 2.0 grade point average to be awarded a graphic design certificate.

Students who desire to go further in this program, should look into the Web design and development program offered at SWCC.
Help Desk

Award: Diploma

The help desk diploma is a targeted program for individuals with previous computer knowledge. Upon completion of this diploma program, students will either gain employment in a computer occupation or continue their education with one of the following programs: business systems networking, management information systems, or Web design.

<table>
<thead>
<tr>
<th>1-Year Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
</tr>
<tr>
<td>✓ Course Name</td>
</tr>
<tr>
<td>The College Experience</td>
</tr>
<tr>
<td>Keyboarding or Proof of Competency</td>
</tr>
<tr>
<td>Computer Business Applications</td>
</tr>
<tr>
<td>Management Information Systems</td>
</tr>
<tr>
<td>Human Relations</td>
</tr>
<tr>
<td>Computer Hardware Basics</td>
</tr>
<tr>
<td>Operating Systems Software Basics</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
</tr>
</tbody>
</table>

| **Spring Semester** |
| ✓ Course Name | Course # | Credits |
| Advanced Computer Business Applications | BCA 214 | 3 |
| PC Operating Systems | CIS 650 | 3 |
| Introduction to Programming Logic | CIS 121 | 3 |
| Pre-Employment Strategies | SDV 153 | 2 |
| Sharpening Your Business Writing Skills | COM 101 | 1 |
| Fundamentals of Oral Communication | SPC 101 | 3 |
| **Total:** | **15.0** |
| **Help Desk Diploma Total:** | **32.0** |

Prior computer knowledge and experience is strongly recommended for this program.

Students must complete 32 credits and maintain a 2.0 grade point average to be awarded a help desk diploma.

Courses taken during this program may be used toward other degrees in SWCC’s business and information technology department.
## Management Information Systems

**Award: Associate of Applied Science Degree**

This two-year program provides students with a balanced background of both business and computer technology courses. This unique combination of courses will prepare students to effectively manage people, technology and change within the organization. Possible areas of employment include help desk or technical services positions, corporate trainer, office manager, or information technology manager. Software certifications may be obtained upon completion of the program.

### Year 1

#### Fall Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College Experience</td>
<td>SDV 108</td>
<td>1</td>
</tr>
<tr>
<td>Introduction to Computers</td>
<td>CSC 110</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>MGT 101</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Business</td>
<td>BUS 102</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Accounting or Principles of Accounting I (4 credits)</td>
<td>ACC 111 ACC 131</td>
<td>3</td>
</tr>
<tr>
<td>Human Relations</td>
<td>BUS 161</td>
<td>3</td>
</tr>
<tr>
<td>Composition I</td>
<td>ENG 105</td>
<td>3</td>
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<td><strong>Total:</strong></td>
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</table>

#### Spring Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Entrepreneurship</td>
<td>BUS 130</td>
<td>3</td>
</tr>
<tr>
<td>PC Operating Systems</td>
<td>CIS 650</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Programming Logic</td>
<td>CIS 121</td>
<td>3</td>
</tr>
<tr>
<td>Business Communications</td>
<td>BUS 121</td>
<td>3</td>
</tr>
<tr>
<td>Computer Business Applications</td>
<td>BCA 215</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Oral Communication</td>
<td>SPC 101</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>18.0</strong></td>
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</table>

### Year 2

#### Fall Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Computer Business Applications</td>
<td>BCA 214</td>
<td>3</td>
</tr>
<tr>
<td>Web Infrastructure</td>
<td>CIS 230</td>
<td>3</td>
</tr>
<tr>
<td>Management Information Systems</td>
<td>CIS 755</td>
<td>3</td>
</tr>
<tr>
<td>Business Law I or Regulatory Compliance</td>
<td>BUS 185</td>
<td>3</td>
</tr>
<tr>
<td>Visual Basic</td>
<td>CIS 604</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences/Humanities Elective*</td>
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<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
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<td><strong>18.0</strong></td>
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#### Spring Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Database and SQL</td>
<td>CIS 339</td>
<td>3</td>
</tr>
<tr>
<td>Networking/Programming Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Pre-Employment Strategies</td>
<td>SDV 153</td>
<td>2</td>
</tr>
<tr>
<td>Business Problem Solving</td>
<td>BUS 238</td>
<td>3</td>
</tr>
<tr>
<td>Project Management</td>
<td>CIS 750</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics/Sciences Elective**</td>
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<td>3</td>
</tr>
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<td><strong>Total:</strong></td>
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<td><strong>17.0</strong></td>
</tr>
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</table>

**AAS Degree Total:** 72.0

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Students must complete 75 credits and maintain a 2.0 grade point average to be awarded an associate of applied science degree in management information systems.
Medical Transcription

Award: Diploma

The medical transcription diploma is designed for students desiring entry level medical transcription skills. The core components of this program meld easily with the AAS medical transcription degree.

<table>
<thead>
<tr>
<th>1-Year Diploma</th>
</tr>
</thead>
</table>

### Fall Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College Experience</td>
<td>SDV 108</td>
<td>1</td>
</tr>
<tr>
<td>Medical Terminology (fall only)</td>
<td>HSC 114</td>
<td>3</td>
</tr>
<tr>
<td>Pharmacology Basics (fall only)</td>
<td>PNN 208</td>
<td>3</td>
</tr>
<tr>
<td>Essentials of Anatomy &amp; Physiology (no lab)</td>
<td>BIO 162</td>
<td>3</td>
</tr>
<tr>
<td>Office Procedures (fall only)</td>
<td>ADM 162</td>
<td>3</td>
</tr>
<tr>
<td>Keyboarding (fall only)</td>
<td>ADM 112</td>
<td>3</td>
</tr>
<tr>
<td>Keyboarding II (fall only)</td>
<td>ADM 116</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>19.0</strong></td>
<td></td>
</tr>
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</table>

### Spring Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Transcription I (spring only)</td>
<td>MTR 120</td>
<td>3</td>
</tr>
<tr>
<td>Elements of Writing</td>
<td>ENG 101</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Oral Communication</td>
<td>SPC 101</td>
<td>3</td>
</tr>
<tr>
<td>Pre-Employment Strategies</td>
<td>SDV 153</td>
<td>2</td>
</tr>
<tr>
<td>First Aid</td>
<td>PEH 141</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>13.0</strong></td>
<td></td>
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</tbody>
</table>

**1-Year Medical Transcription Diploma Total:** 32.0

Prior computer knowledge and experience is strongly recommended for this program.

Students must complete 32 credits and maintain a 2.0 grade point average to be awarded a medical transcription diploma.

Students who desire to go further in this program should look into the associate of applied science in medical transcription offered at SWCC.
# Medical Transcription

**Award: Associate of Applied Science Degree**

The medical transcription degree is designed to prepare graduates to work as medical transcriptionists for hospitals, physicians’ clinics and other health care organizations. According to the Bureau of Labor Statistics, employment of medical transcriptionists is projected to grow faster than average for all occupations through 2014. Growing numbers of medical transcriptionists will be needed to amend patients’ records, edit documents from speech recognition systems, and identify discrepancies in medical reports.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Fall Semester</strong></td>
</tr>
<tr>
<td>✓ Course Name</td>
<td>Course #</td>
</tr>
<tr>
<td>The College Experience</td>
<td>SDV 108</td>
</tr>
<tr>
<td>Keyboarding (fall only)</td>
<td>ADM 112</td>
</tr>
<tr>
<td>Keyboarding II (fall only)</td>
<td>ADM 116</td>
</tr>
<tr>
<td>Medical Terminology (fall only)</td>
<td>HSC 114</td>
</tr>
<tr>
<td>Essentials of Anatomy &amp; Physiology (no lab)</td>
<td>BIO 162</td>
</tr>
<tr>
<td>Pharmacology Basics (fall only)</td>
<td>PNN 208</td>
</tr>
<tr>
<td>Introduction to Computers</td>
<td>CSC 110</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>19.0</td>
</tr>
</tbody>
</table>

| **Spring Semester** | **Spring Semester** |
| ✓ Course Name | Course # | Credits | ✓ Course Name | Course # | Credits |
| Elements of Writing | ENG 101 | 3 | Internship | BUS 932 | 4 |
| Medical Transcription I (spring only) | MTR 120 | 3 | Business Math and Calculators (spring only) | BUS 110 | 3 |
| Fundamentals of Oral Communication | SPC 101 | 3 | Pre-Employment Strategies | SDV 153 | 2 |
| Introduction to Psychology | PSY 111 | 3 | Business Communications | BUS 121 | 3 |
| Elective* | | 3 | First Aid | PEH 141 | 2 |
| Elective* | | 3 | | | |
| **Total:** | 18.0 | | **Total:** | 14.0 |

Students must complete 66 credits and maintain a 2.0 grade point average to be awarded an associate of applied science degree in medical transcription.

A one-year diploma in medical transcription is also available at SWCC.

*Electives may include, but are not limited to:

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Accounting</td>
<td>ACC 111</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Accounting I</td>
<td>ACC 131</td>
<td>4</td>
</tr>
<tr>
<td>Advanced Computer Business Applications</td>
<td>BCA 214</td>
<td>3</td>
</tr>
<tr>
<td>Computer Business Applications</td>
<td>BCA 215</td>
<td>3</td>
</tr>
<tr>
<td>Integrated Computer Business Applications</td>
<td>BCA 221</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Business</td>
<td>BUS 102</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Entrepreneurship</td>
<td>BUS 130</td>
<td>3</td>
</tr>
<tr>
<td>Human Relations</td>
<td>BUS 161</td>
<td>3</td>
</tr>
<tr>
<td>Personal Finance</td>
<td>ECN 115</td>
<td>3</td>
</tr>
</tbody>
</table>
### Nursing Education–LPN and RN

**Awards: Diploma or Associate of Applied Science Degree**

Southwestern offers the licensed practical nursing program (LPN) and the registered nursing program (RN). These programs are offered as a "ladder concept," meaning students take the LPN program, and upon completion are eligible to apply for the RN program. Graduates are eligible to take the LPN or RN certification exam at the end of their respective program.

**Note:** High school or college general chemistry and high school or college biology are highly recommended prior to entrance into the nursing program.

#### Year 1

**Practical Nursing**

<table>
<thead>
<tr>
<th>Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Course Name</td>
</tr>
<tr>
<td>Fundamentals of Nursing I</td>
</tr>
<tr>
<td>Fundamentals of Nursing II</td>
</tr>
<tr>
<td>Pharmacology</td>
</tr>
<tr>
<td>Introduction to Psychology*</td>
</tr>
<tr>
<td>Essentials of Anatomy and Physiology *</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Course Name</td>
</tr>
<tr>
<td>Maternal-Child Health</td>
</tr>
<tr>
<td>Medical-Surgical Nursing I</td>
</tr>
<tr>
<td>Developmental Psychology *</td>
</tr>
<tr>
<td>Nutrition *</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Course Name</td>
</tr>
<tr>
<td>Medical-Surgical Nursing II</td>
</tr>
<tr>
<td>Introduction to Sociology*</td>
</tr>
<tr>
<td>Composition I *</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
</tr>
</tbody>
</table>

1-Year LPN Diploma Total: **43.0**

Students must complete 43 credits and maintain a 2.0 grade point average to be awarded a diploma in practical nursing education.

#### Year 2

**Registered Nursing**

<table>
<thead>
<tr>
<th>Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Course Name</td>
</tr>
<tr>
<td>Medical-Surgical Nursing</td>
</tr>
<tr>
<td>Mental Health Nursing</td>
</tr>
<tr>
<td>Microbiology (w/lab)*</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Course Name</td>
</tr>
<tr>
<td>Comprehensive Nursing</td>
</tr>
<tr>
<td>Advanced Maternal-Child Health I</td>
</tr>
<tr>
<td>Essentials of Anatomy and Physiology (w/lab) *</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Course Name</td>
</tr>
<tr>
<td>Trends and Issues</td>
</tr>
<tr>
<td>Employment Empowerment</td>
</tr>
<tr>
<td>Advanced Maternal-Child Health II</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
</tr>
</tbody>
</table>

AAS RN Degree Total (including LPN): **86.0**

Students must have their LPN, complete an additional 43 credits (for a total of 86), and maintain a 2.0 grade point average to be awarded the associate of applied science degree in registered nursing.

(Nursing program information is continued on the next page.)

---

*These pre-nursing courses may be taken prior to official program acceptance, distributing credits across three, rather than two years. Students have the option of taking pre-nursing courses through the Iowa Community College Online Consortium (ICCOC) with the exceptions of BIO 163, BIO 168, BIO 173, and BIO 186. Please see the optional pre-nursing (arts and sciences) year course outline for more information.*
Nursing Education–LPN and RN (continued)

Awards: Diploma or Associate of Applied Science Degree

The nursing curriculum offers students learning experiences in courses emphasizing concepts of the nursing process, the health-illness continuum, ethics, communications, the sciences and the professional nursing practice role. Students spend three days per week in the classroom and two days per week at a health care facility. A variety of clinical sites provide excellent experiences with direct supervision by skilled clinical faculty.

To be accepted into SWCC’s nursing programs, applicants must meet the requirements below:

• Achieve an ACT composite score of 19 or higher, or earn the following minimum scores on the COMPASS test:
  Writing = 70   Reading = 81   Pre-Algebra = 44.
• Receive a background check/inquiry of criminal records, prior to clinical, at student’s own expense.
• Meet clinical site requirements including drug screening.
• American Heart Association Health Care Provider CPR is required before entering clinicals.
• Submit the dental report form, physician's physical examination form, and proof of current immunizations.
• Deposit of $50 for all conditionally accepted applicants.
• RN students must graduate from an LPN program approved by the Board of Nursing and submit a copy of a current Iowa practical nursing license. (New graduates must have a current Iowa license prior to October 15).
• RN students must also provide proof of Dependent Adult and Child Abuse training.
• RN students must also have completed at least three credits with a “C” grade or higher in each of the following courses: composition I (ENG 105), introduction to psychology (PSY 111), developmental psychology (PSY 121), introduction to sociology (SOC 110), and anatomy and physiology (BIO 162 or BIO 168 and BIO 173)

Because SWCC has a limited number of slots available in its nursing programs, applications are ranked to determine who is accepted. LPN graduates MUST reapply to the RN program. Points are assigned using the objective criteria listed below.

LPN capacity = 90 students (LPN is offered on Creston campus only). Application points are awarded based on:

1. ACT composite or COMPASS scores in writing, reading and pre-algebra
2. Any pre-nursing (arts and sciences) courses within the LPN program completed with a “C” grade or higher
3. Highest current college degree (if any) awarded

RN capacity = 40 students at Creston campus and 30 at Red Oak Center. Application points are awarded based on:

1. Same as LPN numbers 1 and 3 above.
2. Any pre-nursing (arts and sciences) courses within the RN program completed with a “C” grade or higher.
3. Assessment of LPN educational preparation:
   a. Students currently enrolled in LPN program: core nursing course grade at completion of the fall semester.
   b. Licensed LPNs: LPN diploma grade point average (GPA).
4. Status as current SWCC LPN student or SWCC LPN alumni.

Optional Pre-Nursing (Arts and Sciences) Year

This option is recommended for students who are unaccustomed to a full college load and/or who have heavy family responsibilities or work commitments. These courses may be taken prior to official program acceptance and distribute semester hours across three, rather than two, years. If this option is used, the remaining courses are taken after acceptance into the nursing program.

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College Experience</td>
<td>SDV 108</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Introduction to Psychology</td>
<td>PSY 111</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Composition I</td>
<td>ENG 105</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Nutrition</td>
<td>BIO 151</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Essentials of Anatomy and Physiology (LPN) or Human Anatomy and Physiology I w/ lab (RN-bound)</td>
<td>BIO 162</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BIO 168</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Pharmacology Basics (optional)</td>
<td>PNN 208</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>16.0</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Psychology</td>
<td>PSY 121</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Introduction to Sociology</td>
<td>SOC 110</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Microbiology (w/lab) (RN-bound)</td>
<td>BIO 186</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Essentials of Anatomy and Physiology (w/lab) (BIO 162 pre-requisite) or Human Anatomy and Physiology II w/lab (BIO 168 pre-requisite)</td>
<td>BIO 163</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BIO 173</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pharmacology Basics (optional)</td>
<td>PNN 208</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>17.0</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Office Skills

**Award: Diploma**

The office skills diploma is designed for students requesting entry-level technology skills. Graduates are qualified for jobs utilizing data entry and basic receptionist skills. This diploma program leads easily into the two-year office systems specialist degree.

<table>
<thead>
<tr>
<th>1-Year Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
</tr>
<tr>
<td>✓ Course Name</td>
</tr>
<tr>
<td>The College Experience</td>
</tr>
<tr>
<td>Elements of Writing</td>
</tr>
<tr>
<td>Human relations</td>
</tr>
<tr>
<td>Introduction to Computers</td>
</tr>
<tr>
<td>Keyboarding (fall only)</td>
</tr>
<tr>
<td>Keyboarding II (fall only)</td>
</tr>
<tr>
<td>Office Procedures (fall only)</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
</tr>
</tbody>
</table>

| **Spring Semester** |
| ✓ Course Name | Course # | Credits |
| Business Communications | BUS 121 | 3 |
| Business Math and Calculators | BUS 110 | 3 |
| Pre-Employment Strategies | SDV 153 | 2 |
| Computer Business Applications | BCA 215 | 3 |
| Fundamentals of Oral Communication | SPC 101 | 3 |
| Introduction to Accounting | ACC 111 | 3 |
| **Total:** | **17.0** |
| **Office Skills Diploma Total:** | **36.0** |

Students must complete 36 credits and maintain a 2.0 grade point average to be awarded an office skills diploma.

Students who desire to go further in this program should look into the office systems specialist program offered at SWCC.
# Office Systems Specialist

**Award: Associate of Science Degree**

Office careers have great growth potential in the state of Iowa. According to the Bureau of Labor Statistics, many secretarial and administrative duties are of a personal, interactive nature and therefore are not easily automated. Responsibilities such as planning conferences, working with clients and instructing staff require tact and communication skills. Hands-on experience with the latest office equipment will provide students with the knowledge and skills needed for the challenges of an exciting office career. Office skills and help desk diploma programs are also available.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>The College Experience</td>
<td>SDV 108</td>
<td>1</td>
</tr>
<tr>
<td>✓</td>
<td>Keyboarding</td>
<td>ADM 112</td>
<td>3</td>
</tr>
<tr>
<td>✓</td>
<td>Office Procedures</td>
<td>ADM 162</td>
<td>3</td>
</tr>
<tr>
<td>✓</td>
<td>Introduction to Computers</td>
<td>CSC 110</td>
<td>3</td>
</tr>
<tr>
<td>✓</td>
<td>Keyboarding II</td>
<td>ADM 116</td>
<td>3</td>
</tr>
<tr>
<td>✓</td>
<td>Intermediate Algebra</td>
<td>MAT 101</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>Business Math and Calculators</td>
<td>BUS 110</td>
<td>3</td>
</tr>
<tr>
<td>✓</td>
<td>Computer Business Applications</td>
<td>BCA 215</td>
<td>3</td>
</tr>
<tr>
<td>✓</td>
<td>Principles of Accounting I</td>
<td>ACC 131</td>
<td>4</td>
</tr>
<tr>
<td>✓</td>
<td>Elements of Writing</td>
<td>ENG 101</td>
<td>3</td>
</tr>
<tr>
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<td>3</td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td></td>
<td>16.0</td>
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</tbody>
</table>

**General education elective options include, but are not limited to:**
- Essentials of Anatomy and Physiology (no lab) BIO 162 3
- Principles of Microeconomics ECN 130 3
- Composition II ENG 106 3
- Introduction to Ethics PHI 105 3
- Introduction to Psychology PSY 111 3
- Introduction to Sociology SOC 110 3

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
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<td><strong>Fall Semester</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Business Law I</td>
<td>BUS 185</td>
<td>3</td>
</tr>
<tr>
<td>✓</td>
<td>Layout Design I</td>
<td>GRA 176</td>
<td>3</td>
</tr>
<tr>
<td>✓</td>
<td>Introduction to Business</td>
<td>BUS 102</td>
<td>3</td>
</tr>
<tr>
<td>✓</td>
<td>Composition I</td>
<td>ENG 105</td>
<td>3</td>
</tr>
<tr>
<td>✓</td>
<td>Advanced Computer Business Applications</td>
<td>BCA 214</td>
<td>3</td>
</tr>
<tr>
<td>✓</td>
<td>General Education Elective*</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>✓</td>
<td>Physical Education</td>
<td></td>
<td>1</td>
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<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>Fundamentals of Oral Communication</td>
<td>SPC 101</td>
<td>3</td>
</tr>
<tr>
<td>✓</td>
<td>Personal Finance</td>
<td>ECN 115</td>
<td>3</td>
</tr>
<tr>
<td>✓</td>
<td>Business Communications</td>
<td>BUS 121</td>
<td>3</td>
</tr>
<tr>
<td>✓</td>
<td>Pre-Employment Strategies</td>
<td>SDV 153</td>
<td>2</td>
</tr>
<tr>
<td>✓</td>
<td>Integrated Computer Business Applications</td>
<td>BCA 221</td>
<td>3</td>
</tr>
<tr>
<td>✓</td>
<td>Physical Education</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>✓</td>
<td>Business/IT/Related Elective**</td>
<td></td>
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<tr>
<td>Total:</td>
<td></td>
<td></td>
<td>18.0</td>
</tr>
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</table>

**AS Degree Total: 69.0**

**Business/IT/related elective options include, but are not limited to:**
- Introduction to Accounting ACC 110 3
- Computer Accounting ACC 311 3
- Introduction to Entrepreneurship BUS 130 3
- Human Relations BUS 161 3
- Internship BUS 932 4
- Web Design GRA 151 3
- Web Multimedia GRA 158 3
- Medical Terminology HSC 114 3
- Medical Transcription I MTR 120 3
- Medical Transcription II MTR 121 3
- Computer Hardware Basics NET 122 3
- Operating Systems Software Basics NET 132 3

Students must complete 69 credits and maintain a 2.0 grade point average to be awarded an associate of science degree in office systems specialist.
Professional Music

Award: Associate of Applied Arts Degree

The first two years of college music study are, in many ways, the most important years in the education of a musician. Well-learned skills and understanding provide an adequate base for a successful music vocation. Because of this, the music curriculum focuses on thoroughly developing these most essential musical skills in the student. This program is committed to preparing its students for music careers in a dynamic environment. The goal is to help the serious musician gain musical mastery, which will enable them to succeed in and contribute to the art of music, whether in performance, education, or both.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Spring Semester</strong></td>
</tr>
<tr>
<td>Course Name</td>
<td>Course Name</td>
</tr>
<tr>
<td>Success Seminar</td>
<td>Music Theory II</td>
</tr>
<tr>
<td>Psychology of Success</td>
<td>Aural Skills II</td>
</tr>
<tr>
<td>Aural Skills I</td>
<td>Jazz Keyboard II</td>
</tr>
<tr>
<td>Music Theory I</td>
<td>Vocal Jazz Ensemble or Instrumental Jazz Ensemble</td>
</tr>
<tr>
<td>Jazz Keyboard I</td>
<td>Concert Choir or Concert Band</td>
</tr>
<tr>
<td>Arranging I</td>
<td>Concert Choir or Concert Band</td>
</tr>
<tr>
<td>Vocal Jazz Ensemble or Instrumental Jazz Ensemble</td>
<td>Applied Piano</td>
</tr>
<tr>
<td>Concert Choir or Concert Band</td>
<td>Arranging II</td>
</tr>
<tr>
<td>Applied Piano</td>
<td>Freshman Recital</td>
</tr>
<tr>
<td>Final Project I</td>
<td>Applied Voice, Brass, Woodwinds, Strings, or Percussion</td>
</tr>
<tr>
<td>Solo Jazz Performance &amp; Literature I or Jazz Improvisation</td>
<td>General Education Elective*</td>
</tr>
<tr>
<td>Applied Voice, Brass, Woodwinds, Strings, or Percussion</td>
<td></td>
</tr>
<tr>
<td>General Education Elective*</td>
<td></td>
</tr>
<tr>
<td>Total: 19.5</td>
<td>Total: 17.0</td>
</tr>
</tbody>
</table>

* The 12 credits of general education electives shall include at least three credits from each of the following areas:
- Communications
- Social Sciences/Humanities
- Mathematics (MAT 101 Intermediate Algebra or higher level)/Sciences
- 3 additional credits from any of the above categories.

Students should check with their advisors for correct semester and section numbers. This outline is for advising and schedule planning purposes only.
**Professional Music** *(continued)*

**Award: Associate of Applied Arts Degree***

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Theory III</td>
<td>MUS 220</td>
<td>3</td>
</tr>
<tr>
<td>Jazz Keyboard III</td>
<td>MUA 236</td>
<td>2</td>
</tr>
<tr>
<td>Vocal Jazz Ensemble or Instrumental Jazz Ensemble</td>
<td>MUS 157</td>
<td>1</td>
</tr>
<tr>
<td>Concert Choir or Concert Band</td>
<td>MUS 140, MUS 145</td>
<td>1</td>
</tr>
<tr>
<td>Applied Piano</td>
<td>MUA 120</td>
<td>1</td>
</tr>
<tr>
<td>Solo Jazz Performance &amp; Literature II</td>
<td>MUA 239</td>
<td>1</td>
</tr>
<tr>
<td>Jazz Improvisation II (2 credits)</td>
<td>MUS 193</td>
<td>1</td>
</tr>
<tr>
<td>Arranging III</td>
<td>MUS 280</td>
<td>2</td>
</tr>
<tr>
<td>Recording Studio Performance</td>
<td>MUS 262</td>
<td>2</td>
</tr>
<tr>
<td>Applied Voice, Brass, Woodwinds, Strings, or Percussion</td>
<td>MUA 101, MUA 143, MUA 170, MUA 126, MUA 180</td>
<td>1</td>
</tr>
<tr>
<td>Final Project II</td>
<td>MUS 296</td>
<td>1</td>
</tr>
<tr>
<td>General Education Elective*</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
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<td><strong>18.0</strong></td>
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</tbody>
</table>

**Spring Semester**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Music Seminar</td>
<td>MUS 297</td>
<td>1</td>
</tr>
<tr>
<td>Introduction to Studio Engineering and Production</td>
<td>MUS 260</td>
<td>2</td>
</tr>
<tr>
<td>Fundamentals of Conducting</td>
<td>MUS 290</td>
<td>2</td>
</tr>
<tr>
<td>Music Theory IV</td>
<td>MUS 221</td>
<td>3</td>
</tr>
<tr>
<td>Jazz Keyboard IV</td>
<td>MUA 237</td>
<td>2</td>
</tr>
<tr>
<td>Vocal Jazz Ensemble or Instrumental Jazz Ensemble</td>
<td>MUS 157</td>
<td>1</td>
</tr>
<tr>
<td>Concert Choir or Concert Band</td>
<td>MUS 140, MUS 145</td>
<td>1</td>
</tr>
<tr>
<td>Applied Piano</td>
<td>MUA 120</td>
<td>1</td>
</tr>
<tr>
<td>Arranging IV</td>
<td>MUS 281</td>
<td>2</td>
</tr>
<tr>
<td>Sophomore Recital</td>
<td>MUS 295</td>
<td>1</td>
</tr>
<tr>
<td>Applied Voice, Brass, Woodwinds, Strings, or Percussion</td>
<td>MUA 101, MUA 143, MUA 170, MUA 126, MUA 180</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>20.0</strong></td>
</tr>
</tbody>
</table>

**AAA Degree Total:** **74.5**

*The 12 credits of general education electives shall include at least three credits from each of the following areas:

  - Communications
  - Social Sciences/Humanities
  - Mathematics (MAT 101 Intermediate Algebra or higher level)/Sciences
  - 3 additional credits from any of the above categories*

Students must complete 74.5 credits and maintain a 2.0 grade point average to be awarded an associate of applied arts degree in professional music.
Structural Drafting/Structural Engineering Technology

Awards: Diploma or Associate of Applied Science Degree

The objective of this program is to prepare students for entry-level positions in engineering, design, fabrication, construction and inspection phases of the construction industry. The structural drafting program provides students with a good blend of the basics starting with fundamental drafting followed by concrete technology and computer aided drafting (CAD). Students study plan reading, which enables them to logically locate items in commercial and residential building and bridge plans.

### Year 1
#### Diploma

<table>
<thead>
<tr>
<th>Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Name</td>
</tr>
<tr>
<td>The College Experience</td>
</tr>
<tr>
<td>Introduction to Keyboarding or proof of competency</td>
</tr>
<tr>
<td>Fundamentals of Technical Drafting</td>
</tr>
<tr>
<td>Plan Reading</td>
</tr>
<tr>
<td>Concrete Technology</td>
</tr>
<tr>
<td>Structural Steel Technology</td>
</tr>
<tr>
<td>AutoCAD I</td>
</tr>
<tr>
<td>Introduction to Computers</td>
</tr>
<tr>
<td>Math Elective *</td>
</tr>
<tr>
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<table>
<thead>
<tr>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Name</td>
</tr>
<tr>
<td>Structural Steel Engineering</td>
</tr>
<tr>
<td>Trigonometry Segmental Functions</td>
</tr>
<tr>
<td>Applied Geometry</td>
</tr>
<tr>
<td>Steel Detailing I</td>
</tr>
<tr>
<td>Composition I</td>
</tr>
<tr>
<td>Computer Business Applications</td>
</tr>
<tr>
<td>Recommended Elective**</td>
</tr>
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<table>
<thead>
<tr>
<th>Summer Semester</th>
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<tbody>
<tr>
<td>Course Name</td>
</tr>
<tr>
<td>Steel Detailing II</td>
</tr>
<tr>
<td>AutoCAD II</td>
</tr>
<tr>
<td>Professional Development</td>
</tr>
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<td><strong>Total:</strong></td>
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1-Year Structural Drafting Diploma Total: **47.0**

*Math electives for year one fall semester include, but are not limited to:

- Elementary Algebra | MAT 062 | 3
- Intermediate Algebra (prerequisite for year two) | MAT 101 | 3

### Year 2
#### Associate of Applied Science Degree

<table>
<thead>
<tr>
<th>Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Name</td>
</tr>
<tr>
<td>College Algebra &amp; Trigonometry</td>
</tr>
<tr>
<td>Connection Design</td>
</tr>
<tr>
<td>SDS/2 Interactive Graphics</td>
</tr>
<tr>
<td>Social Sciences Elective***</td>
</tr>
<tr>
<td>Recommended Elective**</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Name</td>
</tr>
<tr>
<td>Physical Science (with lab)</td>
</tr>
<tr>
<td>Fundamentals of Oral Communication</td>
</tr>
<tr>
<td>Steel Detailing with Detail CAD</td>
</tr>
<tr>
<td>Steel Detailing with SDS/2</td>
</tr>
<tr>
<td>Recommended Elective(s)**</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
</tr>
</tbody>
</table>

AAS Degree Total (including 1-year diploma): **83.0**

**Recommended electives include, but are not limited to:

- Introduction to Business | BUS 102 | 3
- Principles of Management | MGT 101 | 3
- Visual Basic | CIS 604 | 3
- Introduction to Programming Logic | CIS 121 | 3
- PC Operating Systems | CIS 650 | 3
- Composition II | ENG 106 | 3
- Personal Finance | ECN 115 | 3
- Intermediate Algebra | MAT 101 | 3
- Calculus I | MAT 210 | 4
- College Physics I w/lab | PHY 162 | 4
- Classical Physics I w/lab | PHY 212 | 5

**Social sciences electives include, but are not limited to:

- Principles of Macroeconomics | ECN 120 | 3
- Principles of Microeconomics | ECN 130 | 3
- Introduction to Psychology | PSY 111 | 3
- Introduction to Sociology | SOC 110 | 3

Students must complete 83 credits and maintain a 2.0 grade point average to be awarded an associate of applied science degree in structural engineering technology.

---

Students should check with their advisors for correct semester and section numbers. This outline is for advising and schedule planning purposes only.
**Web Design and Development**

**Web Design Track**

**Award: Associate of Applied Science Degree**

The demand for Web design and development positions continues to rise as a result of the use of technology in today's businesses. A shift in the computer programming field has produced a need for Web designers and developers. Students may choose from two career tracks: Web design or Web programming. The Web design track focuses on multi-media, graphical and layout aspects of Web site design. The Web programming track will emphasize Web-application development, networking and server setup.

### Year 1

#### Fall Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College Experience</td>
<td>SDV 108</td>
<td>1</td>
</tr>
<tr>
<td>Introduction to Computers</td>
<td>CSC 110</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Business</td>
<td>BUS 102</td>
<td>3</td>
</tr>
<tr>
<td>Human Relations</td>
<td>BUS 161</td>
<td>3</td>
</tr>
<tr>
<td>Composition I</td>
<td>ENG 105</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics Elective*</td>
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<td>3</td>
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#### Spring Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Business Applications</td>
<td>BCA 215</td>
<td>3</td>
</tr>
<tr>
<td>Business Communications</td>
<td>BUS 121</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Marketing or E-Commerce</td>
<td>MKT 110</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Entrepreneurship</td>
<td>BUS 130</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Oral Communication</td>
<td>SPC 101</td>
<td>3</td>
</tr>
<tr>
<td>Related Elective***</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total: 18.0</strong></td>
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<td></td>
</tr>
</tbody>
</table>

*Mathematics elective options include, but are not limited to:*

- College Algebra: MAT 120 (3)
- College Algebra and Trigonometry: MAT 127 (5)
- Statistics: MAT 156 (3)

**General education elective options include, but are not limited to:**

- Introduction to Psychology: PSY 111 (3)
- Introduction to Sociology: SOC 110 (3)
- Introduction to Ethics: PHI 105 (3)
- Art Appreciation: ART 101 (3)
- College Algebra: MAT 120 (3)

### Year 2

#### Fall Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Layout Design</td>
<td>GRA 176</td>
<td>3</td>
</tr>
<tr>
<td>Web Multimedia</td>
<td>GRA 158</td>
<td>3</td>
</tr>
<tr>
<td>Business Law I or Regulatory Compliance</td>
<td>BUS 185</td>
<td>3</td>
</tr>
<tr>
<td>Web Infrastructure</td>
<td>CIS 230</td>
<td>3</td>
</tr>
<tr>
<td>Computer Graphic Design</td>
<td>ART 117</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Computer Business Applications</td>
<td>BCA 214</td>
<td>3</td>
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</table>

#### Spring Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web Design</td>
<td>GRA 151</td>
<td>3</td>
</tr>
<tr>
<td>Digital Design</td>
<td>GRA 137</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Computer Animation</td>
<td>ART 130</td>
<td>3</td>
</tr>
<tr>
<td>Business Problem Solving</td>
<td>BUS 238</td>
<td>3</td>
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<tr>
<td>Pre-Employment Strategies</td>
<td>SDV 153</td>
<td>2</td>
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<td>General Education Elective**</td>
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<td>3</td>
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</tbody>
</table>

AAS Degree Total: **72.0**

***Related elective options include, but are not limited to:***

- Computer Art: ART 124 (3)
- Small Business Management: MGT 110 (3)
- 2-D Design: ART 120 (3)
- College Algebra: MAT 120 (3)

Students must complete 72 credits and maintain a 2.0 grade point average to be awarded an associate of applied science degree in Web design.
**Web Design and Development (continued)**

**Web Programming Track**

*Award: Associate of Applied Science Degree*

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Fall Semester</strong></td>
</tr>
<tr>
<td>✓ Course Name</td>
<td>✓ Course Name</td>
</tr>
<tr>
<td>The College Experience</td>
<td>Web Multimedia</td>
</tr>
<tr>
<td>Introduction to Computers or Computer Business Applications</td>
<td>Java</td>
</tr>
<tr>
<td>Human Relations</td>
<td>Web Infrastructure</td>
</tr>
<tr>
<td>Visual BASIC</td>
<td>Advanced Computer Business Applications</td>
</tr>
<tr>
<td>Composition I</td>
<td>Programming/Networking Elective***</td>
</tr>
<tr>
<td>Mathematics/Related Elective*</td>
<td>Mathematics/Related Elective*</td>
</tr>
<tr>
<td>General Education Elective**</td>
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</tr>
<tr>
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<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Course Name</td>
<td>✓ Course Name</td>
</tr>
<tr>
<td>Web Design</td>
<td>Server Side Web Programming</td>
</tr>
<tr>
<td>Introduction to Programming Logic</td>
<td>Principles of Marketing</td>
</tr>
<tr>
<td>Fundamentals of Oral Communication</td>
<td>Pre-Employment Strategies</td>
</tr>
<tr>
<td>PC Operating Systems</td>
<td>Data Structures</td>
</tr>
<tr>
<td>Mathematics/Related Elective*</td>
<td>Programming/Networking Elective***</td>
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<tr>
<td>Programming/Networking Elective***</td>
<td>General Education Elective**</td>
</tr>
<tr>
<td><strong>Total:</strong> 18.0</td>
<td><strong>Total:</strong> 17.0</td>
</tr>
</tbody>
</table>

AAS Degree Total: 72.0

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*Mathematics/Related elective options include, but are not limited to:
- Introduction to Business
- Small Business Management
- Statistics
- College Algebra
- College Algebra and Trigonometry

***Programming/networking elective options include, but are not limited to:
- Advanced Database and SQL
- C++
- Computer Hardware Basics
- Operating Systems Software Basics
- Special Topics in Computers

---

Students must complete 72 credits and maintain a 2.0 grade point average to be awarded an associate of applied science degree in Web programming.
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Sample Entry
Prefix Description Key
Course Descriptions
Accounting
Administration Assistant
Associate Degree Nursing
Agriculture-Agronomy
Agriculture-Farm Management
Agriculture-Comprehensive
Agriculture-Animal Science
Anthropology
Art
Automotive Technology
Business Computer Application
Biology
Business
Computer Aided Drafting
Chemistry
Computer Programming
Cultural Studies
Communication
Construction
Criminal Justice
Collision Repair/Refinish
Computer Science
Drafting
Early Childhood Education
Economics
Education
Emergency Medical Services
English Composition
Environmental Science
Non-Intensive English as a Second Language (ESL)
Foreign Language-Spanish
Geography
Graphic Communications
History
Health Sciences
Literature
Mathematics
Management
Marketing
Medical Transcription
Music-Applied
General Music
Computer Networking
Physical Education Activities
Coaching/Officiating
General Physical Education and Health
Intercollegiate Physical Education
Philosophy
Physical Science
Physics
Practical Nursing
Political Science
Psychology
Reading
Religion
Student Development
Sociology
Speech
Structural Steel
**Intro to Course Descriptions**

This course will aid the student in deciphering the Southwestern course numbering system. Special topics include prefixes, course numbers, and the ratio between lecture, lab, and internship within the description system.

(543:321) (1, 2, 16, 8)

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**Prefix Description Key**

- **ACC**: Accounting
- **ADM**: Administration Assistant
- **ADN**: Associate Degree Nursing
- **AGA**: Agriculture-Agronomy
- **AGB**: Agriculture-Farm Management
- **AGC**: Agriculture-Comprehensive
- **AGS**: Agriculture-Animal Science
- **ANT**: Anthropology
- **ART**: Art
- **AUT**: Automotive Technology
- **BCA**: Business Computer Application
- **BIO**: Biology
- **BUS**: Business
- **CAD**: Computer Aided Drafting
- **CHM**: Chemistry
- **CIS**: Computer Programming
- **CLS**: Cultural Studies
- **COM**: Communication
- **CON**: Construction
- **CRJ**: Criminal Justice
- **CRR**: Collision Repair/Refinish
- **CSC**: Computer Science
- **DRF**: Drafting
- **ECE**: Early Childhood Education
- **ECN**: Economics
- **EDU**: Education
- **EMS**: Emergency Medical Services
- **ENG**: English Composition
- **ENV**: Environmental Science
- **ESL**: Non-Intensive English as a Second Language (ESL)
- **FLS**: Foreign Language-Spanish
- **GEO**: Geography
- **GRA**: Graphic Communications
- **HIS**: History
- **HSC**: Health Sciences
- **LIT**: Literature
- **MAT**: Mathematics
- **MGT**: Management
- **MKT**: Marketing
- **MTR**: Medical Transcription
- **MUA**: Music-Applied
- **MUS**: General Music
- **NET**: Computer Networking
- **PEA**: Physical Education Activities
- **PEC**: Coaching/Officiating
- **PEH**: General Physical Education and Health
- **PEV**: Intercollegiate Physical Education
- **PHI**: Philosophy
- **PHS**: Physical Science
- **PHY**: Physics
- **PNN**: Practical Nursing
- **POL**: Political Science
- **PSY**: Psychology
- **RDG**: Reading
- **REL**: Religion
- **SDV**: Student Development
- **SOC**: Sociology
- **SPC**: Speech
- **STR**: Structural Steel

---

**Sample Entry:**

000-009 developmental courses
100-899 courses intended to meet specific requirements for certificates, diplomas, and degrees in career, technical, and transfer programs.
900-999 generic focus courses, such as special topics, on-the-job training (OJT), and internships

* denotes course may be repeated for credit

Course title

Course credits

Number of contact hours per week in a 16-week semester
1 = # of lecture hours
2 = # of lab hours
16 = # of clinical hours (will appear only if applicable)
8 = # of internship hours (will appear only if applicable)

The following course descriptions appear in alphabetical order by their three-letter prefixes:
Course Descriptions

**Accounting**

**ACC 111 Introduction to Accounting**
A presentation of basic accounting procedures and principles designed to introduce students to the accounting cycle for both a service enterprise and a merchandising enterprise organized as a sole proprietorship. Recommended for secretarial, non-business majors, and those students wishing to review accounting principles before taking ACC 131 Principles of Accounting I. (300:105) (3, 0)

**ACC 131 Principles of Accounting I**
Development of double entry accounting theory; recording and posting transactions; adjusting and closing books at the end of the fiscal period; preparation of financial statements; work in accounting principles involving cash, receivables, investments, inventories, plant assets, and payroll. (300:112) (4, 0)

**ACC 132 Principles of Accounting II**
Prerequisite: ACC 131 Principles of Accounting I. A continuation of the first semester’s work in principles of accounting with emphasis on accounting for the corporate form of business, an introduction to the process of decision-making, managerial accounting including cost behavior and budgeting. (300:113) (4, 0)

**ACC 161 Payroll Accounting**
Prerequisite: ACC 131 Principles of Accounting I. This introductory course covers the processes of payroll records and procedures. Topics include methods of computing compensations, state and federal laws affecting payroll, mandatory and voluntary payroll deductions, methods of keeping records, and preparation of internal and governmental reports. (300:241) (3, 0)

**ACC 211 Intermediate Accounting I**
Prerequisite: ACC 132 Principles of Accounting II. A course designed for the two-year accounting program with emphasis on accounting theory and practice. Special treatment of the components of the balance sheet from current assets through long-term liabilities. (300:220) (3, 0)

**ACC 221 Cost Accounting**
Prerequisite: ACC 132 Principles of Accounting II. An in-depth study of the various components of cost, types of cost accounting systems, related managerial functions of planning, controlling, and decision-making. (300:235) (3, 0)

**ACC 261 Income Tax Accounting**
Prerequisite: ACC 131 Principles of Accounting I. Study of the application of Federal and State Tax Laws for individuals and corporations. Emphasis on general tax procedures for individuals. (300:240) (3, 0)

**ACC 311 Computer Accounting**
Prerequisites: ACC 131 Principles of Accounting I or ACC 111 Introduction to Accounting or equivalent. An introduction to computer applications of accounting procedures. Includes analysis and design of output forms and operation of microcomputers. Special emphasis on payroll, including setup, processing, and reporting. (300:210) (3, 0)

**ACC 928 Independent Study**
A student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (300:299) 1-3

**ACC 949 Special Topics**
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students. (300:299) 1-3

**ADM 112 Keyboarding**
Students will develop mastery of the keyboard by touch control utilizing proper keyboarding techniques. Students will also be introduced to the concepts and basic operations of document processing. (180:210) (2, 2)

**ADM 116 Keyboarding II**
Prerequisite: ADM 112 Keyboarding or equivalent. This course emphasizes keyboarding techniques, speed, and accuracy. Student activities include formatting business communications, tables, and reports utilizing features found in popular office software. (180:211) (2, 2)

**ADM 162 Office Procedures**
Recommended co-requisites: CSC 110 Introduction to Computers, ADM 112 Keyboarding, or ADM 116 Keyboarding II. This course emphasizes the responsibilities and opportunities of the office professional. Topics addressed include continued technological advances, the global marketplace, and increasing diversity in the labor market. Students will use effective communication skills to process information via technology and become productive team members. (180:120) (3, 0)

**ADM 433 Advanced Maternal Child Health I**
This course builds upon the student’s previous knowledge and experience with basic maternal and child health. The student will apply the nursing process in clinical settings while performing the skills/procedures registered nurses do in selected obstetrical settings. Complications of pregnancy, labor, delivery, and the newborn will be presented. Within the scope of the registered nurse’s role with obstetrical consumers, nursing process and health teaching will be explored and practiced. (240:290) (3, 4)
ADN 443  
**Advanced Maternal Child Health II**  
A continuation of ADN 433 Advanced Maternal-Child Health I, focusing upon the family unit and disease processes affecting children.  
(240:291) (2, 4)

ADN 476  
**Mental Health Nursing**  
This course will provide a study of and interaction with individuals with dysfunctional behaviors. As a valuable member of the professional health team, the student will learn modalities of psychotherapies. Clinical treatment units will include alcohol and drug abuse, adult psychiatric, outpatient, and other appropriate settings. An educational approach will be made to develop psychiatric nursing to be therapeutic, personalized, comprehensive, rehabilitative, and preventive. When possible, the student will assist the therapist in treating the patient within the home and community environment, using the nursing process. Psychotropic drugs and their effects upon the behavioral and physical systems will be studied. Emphasis will be placed on learning basic counseling techniques and therapeutic communications. Although this course content is primarily about psychiatric patients, the same principles will generally apply in all realms of human interrelationships.  
(240:273) (4, 10)

ADN 561  
**Medical-Surgical Nursing**  
This course will build upon the student’s previous knowledge of and experience with basic medical surgical care. The student will be required to apply the nursing process in classroom and clinical settings as it applies to the registered nurse’s role with medical surgical consumers. Physical assessment, disease information, and nursing interventions will be presented and applied. The physical side effects of therapeutic medications will be included. Wellness issues and communication skills, including teaching techniques, will be presented.  
(240:270) (4, 12)

ADN 563  
**Comprehensive Nursing**  
A continuation of ADN 561 Medical-Surgical Nursing. This course provides the student with the opportunity for expanding the advanced student nurse’s role within hospitals and within the community health setting. The student will become an integral part of the nursing team as he/she provides nursing care using nursing principles with increasing independence.  
(240:276) (6, 18)

ADN 831  
**Trends and Issues**  
The Level II student will explore the historical perspective of nursing, current issues in nursing, and the health care delivery system. Problem solving related to nursing practice will be discussed and role played. An understanding of legal aspects and responsibility for continued growth and professionalism will help prepare the student for transition from student to licensed registered nurse.  
(240:281) (3, 0)

ADN 850  
**Employment Empowerment**  
This course will reinforce prior knowledge acquired as part of the nursing curriculum. The purpose of this course is to empower students as they prepare for the NCLEX exam by applying previously acquired science and nursing content to the patient care process. By facilitating successful completion of the NCLEX exam, graduates will become employed in the role of a registered nurse as soon as possible.  
(1, 0)

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**Agriculture-Farm Management**

AGA 114  
**Principles of Agronomy**  
A lecture/laboratory class that serves as a base for several subsequent courses. Crop growth and development along with soil management principles are emphasized. Additional topics include: diseases, insects, weeds, weather, tillage, harvesting, and grain storage and handling. An interactive computer based system serves as a basis for the laboratory portion of the course.  
(2, 2)

AGA 212  
**Grain and Forage Crops**  
Prerequisite: AGA 114 Principles of Agronomy. This course emphasizes production and management of corn, soybeans, oats, and forage crops in Iowa. Determination of plant characteristics, growth and development, management practices, and crop utilization are explored with the college farm used as a lab setting.  
(2, 4)

AGA 450  
**Issues in Sustainable Agriculture**  
The transformation from subsistence to industrialized agriculture is examined to determine the agroecological consequences. The college farm is used to determine current practices and possible improvements in sustainability.  
(3, 0)

AGA 928  
**Independent Study**  
A student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required.  
(850:299)

AGA 949  
**Special Topics**  
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.
AGB 336
**Agricultural Selling**
Prerequisite: ECN 130 Principles of Microeconomics. Principles of selling applied to agricultural settings. Examination of agricultural consumers' buying habits and the development of sales strategies to meet these consumers' needs and wants serves as a foundation of this course. Two main activities dominate this course. Students spend a day shadowing an agricultural sales professional to observe and report on specific practices. In a final activity, Ready-Set-Sell, students prepare and deliver a sales presentation to an agricultural sales professional. (850:170) (2, 2)

AGB 928
**Independent Study**
A student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (850:299)

AGB 932
**Internship**
This course provides students with opportunities to gain on-the-job experience in the agriculture industry. Students will gain an understanding of qualities and skills needed for success in the agricultural field. Coordination and guidance will be provided by department instructors. (850:200) (0, 0, 12)

AGB 942
**Internship II**
This course, a continuation of AGB 932 Internship, provides students with opportunities to gain on-the-job experience in the agriculture industry. Students will gain an understanding of qualities and skills needed for success in the agricultural field. This furthers the students' work experience opportunities with more advanced concepts and business practices. Department instructors will provide coordination and guidance. (0, 0, 12)

AGB 949
**Special Topics**
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.

**Agriculture-Comprehensive**

AGC 308
**Agriculture Applications of Computers**
Prerequisite: CSC 110 Introduction to Computers. This course features the design and use of agribusiness decision aids. Students will design a variety of spreadsheets for common production and financial decision making plus explore the use of existing spreadsheets from commercial, educational, and governmental agencies. The creation and utilization of databases for farm record keeping will also be covered. Students will be introduced to stand-alone programs for specific tasks such as ration balancing. The course concludes with the familiarization of GIS technology and the transfer of GIS data from agricultural machines, and handheld devices, to standard computing equipment. (850:120) (3, 0)

AGC 315
**Leadership in Agriculture**
Students learn leadership theories and strategies applied to an agricultural setting in this course. Development and practice of leadership skills is achieved through the required participation in a community or professional organization. Contains the introductory skills of parliamentary procedure, with an analysis of their use in a local organization. (3, 0)

AGC 909
**Agriculture Lab**
In this lab, students will have designated times to assist with maintenance of the ag site, facilities, and cattle operations; as well as facilitate the daily management decisions. Labs will focus on participation, work ethic, and teamwork skills. (0, 2)

AGC 928
**Independent Study**
A student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (850:299)

AGC 949
**Special Topics**
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.

**Agriculture-Animal Science**

AGS 112
**Survey of the Animal Industry**
The history of animals and their interaction with humans will start the course. The progression of the animal industry relating to U.S. agriculture from its conception to modern time follows. Terminology, care, breeding, production, and marketing will be explored for the following species: beef cattle, dairy cattle, equine, poultry, swine, sheep, companion animals, and specialty animals. (3, 2)

AGS 226
**Beef Cattle Science**
Prerequisite: AGS 112 Survey of the Animal Industry. The breeding, health, nutrition, facilities, and marketing of beef cattle are examined in this course. Issues in the production segments of: seedstock, cow-calf, yearling/stocker, and feedlot operations are emphasized in the context of production management. Hands-on exposure to artificial insemination will be demonstrated. Students will select a beef operation, determine an existing analysis, and offer recommendations for improvement as a capstone activity. (850:181) (2, 2)

AGS 280
**Livestock Merchandising**
Merchandizing non-market animals is explored in this course. Students are exposed to various methods of merchandizing high quality animals including private treaty sales, consignment sales, and production sales. Planning and participation in the Breeders' Classic, an annual club-calf sale, are requirements for students in this course. (850:186) (2, 2)

AGS 305
**Livestock Evaluation**
Prerequisites: AGS 112 Survey of the Animal Industry and AGS 226 Beef Cattle Science OR past livestock judging experience. Beef, swine, and sheep are used to determine suitability of breeding and market animals. Tools and techniques of livestock judging are taught and practiced. Involvement in the college's livestock judging team is possible with concurrent enrollment in this course. (850:210) (2, 2)

AGS 810
**Animal Science**
An introductory science course dealing with analysis of the livestock industry with emphasis on reproduction, inheritance, performance testing, selection, and marketing. (850:110) (3, 0)
**Anthropology**

**ANT 105 Cultural Anthropology**

This course will consist of two parts. The first part, physical anthropology, will deal with man’s origin and development in prehistoric times, the origin of races, and the diffusion of humans around the globe. The second part, cultural anthropology, will trace the rise of the human species through the use of tools and culture. This part will also examine some contemporary non-Western cultures. (620:230) (3,0)

**Art**

**ART 101 Art Appreciation**

This course is a study of the elements, principles, and forms of expression from the major periods of Western Art. Although the works will be studied in the context of history, this is not a chronological survey of art. A variety of approaches to learning will be used, including films, hands-on experiences, possible field trips, and slides. (720:110) (3,0)

**ART 102 Art for Elementary Education**

This course is designed to introduce and to prepare students for the world of art education. Students will prepare and carry out lesson plans. (720:240) (3,0)

**ART 110 Contemporary Art and Issues**

Contemporary Art and Issues is a history of visual arts course from 1940 to the present. Lives, careers, achievements, and controversies of artists and the art world will be investigated.

Special attention will be given to women in the arts and multiculturalism in the arts. Discussion of current and possible future trends will also be covered. (720:169) (3,0)

**ART 117 Computer Graphic Design**

Computer Graphic Design is a studio-oriented course designed to use the computer as a tool for graphics production. Typography, page layout, fine art, graphic design, and digital photography are among the topics discussed in class. (720:175) (3,0)

**ART 120 2-D Design**

This studio course is a preparatory class for all 2-D classes and an introduction to basic design elements and principles including color, craft, and presentation. Students are taught to work through a design problem via stages of editing and critiques to achieve the best possible design solution. (720:170) (3,0)

**ART 123 3-D Design**

Prerequisite: ART 120 2-D Design is strongly recommended before enrolling in this course. This is a studio class which is a continuation of two-dimensional design but deals with the principles of space and art in the third-dimension. (720:171) (3,0)

**ART 124 Computer Art**

Computer Art is a studio-oriented course designed to use the computer as a tool for the production of studio quality, two-dimensional imagery. Technology in the arts is a relatively new outlet for many artists; this course aims to experiment with a variety of software and peripherals to generate personally authentic works of art. (720:174) (3,0)

**ART 130 Introduction to Computer Animation**

Prerequisites: ART 124 Computer Art or ART 117 Computer Graphic Design or instructor approval. Computer Animation is a studio-oriented course designed to use the computer as a tool for motion graphics. It is a beginning course that concentrates on the basic techniques of animation. Class exercises and projects explore a variety of techniques, materials, designs, and writing for animation. The course will utilize software programs including Adobe Photoshop and Adobe After Effects as they apply to 2D animation. (720:176) (3,0)

**ART 133 Drawing**

Drawing is a foundation course dealing with the practices and applications of basic drawing principles and techniques. Studio research of the various media and compositional aspects is included. (720:130) (3,0)

**ART 134 Drawing II**

Prerequisite: ART 133 Drawing. Drawing II is a continuation of Drawing dealing with the techniques and applications of basic drawing principles and techniques. Studio and sketchbook assignments will explore the various media and compositional aspects. (720:131) (3,0)

**ART 143 Painting**

This is a studio course in beginning painting exploring the various elements of painting from color, composition, and technique, to creative invention and expression. (720:140) (3,0)

**ART 144 Painting II**

Prerequisite: ART 143 Painting. This studio class further explores the techniques in painting. Students will develop and explore conceptual concerns. (720:141) (3,0)

**ART 145 Water Color**

Water Color is a studio course of beginning painting exploring watercolor media. Included in this investigation: various elements of painting from color, composition and technique to creative invention and expression. (720:142) (3,0)

**ART 157 Printmaking**

Printmaking is a studio course of beginning monotype and relief printing processes. Woodcut, linoleum cut, and monoprints in black and white, multi-block color, and reduction printing will be covered. Basic knowledge, production procedures, drawing skills, and experimentation will be included. (720:150) (3,0)

**ART 163 Sculpture**

Prerequisites: ART 120 2-D Design and ART 123 3-D Design. One of the prerequisites may be taken the same semester as the class itself. This course will broaden the student’s knowledge and understanding of how to make and think about three-dimensional works of art through aesthetic and conceptual considerations. Modeling and constructive methods will be learned using various materials such
as wood, clay, plastic, etc. by creating four different sculpture projects. (720:165) (3, 0)

**ART 173**
**Ceramics**
A beginning course in studio ceramics. Basic methods of hand building and processes for functional and sculptural products are learned through studio experiences. (720:160) (3, 0)

**ART 174**
**Ceramics II**
Prerequisite: ART 173 Ceramics. An advanced course in studio pottery, including firing technique, special clay bodies, forming problems, and glaze calculations. (720:161) (3, 0)

**ART 198**
**Art Explorations I**
This class will take the fear out of art. Students will explore mediums such as painting, drawing, printmaking, and collage. Art historical references will also be used to help reinforce learning. Students will leave with a better understanding of the medium that suits them best. (1, 0)

**ART 199**
**Art Explorations II**
This class will take the fear out of art. Students will explore mediums such as ceramics, two-dimensional design, three-dimensional design, and watercolor. Art historical references will also be used to help reinforce learning. Students will leave with a better understanding of the medium that suits them best. (1, 0)

**ART 203**
**Art History I**
Prerequisite: ART 101 Art Appreciation. Prehistoric through fifteenth century art. This course is a survey of the development of sculpture, painting and architecture from their origin through the Greek Classical, Early Christian, Medieval, Romanesque, and Gothic periods. (720:120) (3, 0)

**ART 204**
**Art History II**
Prerequisite: ART 101 Art Appreciation. Renaissance through Contemporary art. A survey of the visual arts from the sixteenth century through the Baroque, Impressionism, Cubism, Expressionism, to the works of the present day. (720:121) (3, 0)

**ART 928**
**Independent Study**
A student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (720:299)

**ART 949**
**Special Topics**
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.

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**Automotive Technology**

**AUT 104**
**Introduction to Automotive Technology**
This course provides instruction in the selection and use of mechanics’ tools and precision measuring devices. Practical, hands-on activities with automotive engines and shop safety will be emphasized. (120:156) (2, 2)

**AUT 140**
**Welding for Automotive Mechanics**
A basic understanding of sheet metal welding theory, procedures, and safety as related to automotive repair will be covered. Students will develop the skills in oxy-acetylene heating, cutting, and gas metal arc (MIG) sheet metal welding. Matching the proper equipment to the job, proper setup and maintenance of equipment, and proper operating techniques will be presented. (120:112) (1, 2)

**AUT 145**
**Basic Automotive Body Maintenance**
Adjustments to doors, hoods, deck lids, and windows will be presented. Students will learn to provide service to movable windows and to diagnose and repair wind noise and water leaks. Students will also receive information on vehicle detailing and other minor cosmetic operations. (120:116) (1, 2)

**AUT 163**
**Automotive Engine Repair**
This course will provide instruction in the theory and operation of the four stroke automotive engine. Students will gain hands on experience in a lab setting learning how to service and repair cylinder heads. (120:122) (2, 2)

**AUT 173**
**Advanced Automotive Engine Repair**
This course is designed to provide the student with instruction in the proper diagnosis and repair of engine malfunctions. Students will learn diagnostic procedures using modern, high tech equipment and will flow through with the actual adjustments and repairs of defective components and assemblies in a supervised lab setting. (120:210) (1, 4)

**AUT 242**
**Basic Automotive Powertrain**
This course is designed to introduce the student to hydraulics and mechanical systems used in automotive transmissions. Theory and operating principles of powertrain components such as engines, clutches, transmission, differentials, transfer cases, transaxles, and drive axles will be presented. General diagnosis procedures and basic repair operations will be a part of the lab experience. (120:216) (4, 4)

**AUT 243**
**Advanced Automotive Powertrain**
This course will cover the principles, components and operation of modern transmissions and transaxles (both manual and automatic), clutch assembly, driveshaft, transfer cases, C-V joints, and drive axle systems. Lab experience will include in-car and bench diagnosis, maintenance, adjustments, and reconditioning using specialty tools and equipment. (120:217) (2, 8)

**AUT 404**
**Automotive Suspension and Steering**
This course will provide instruction in the theory of operation and service procedures of automotive alignment and suspension systems. (120:168) (2, 4)

**AUT 503**
**Automotive Brake Systems**
This course will provide instruction in the theory of operation and service procedures of automotive braking systems. (120:167) (2, 2)

**AUT 535**
**Advanced Automotive Brakes and Alignment**
This course is designed to require the student to build on and apply the knowledge and skills gained in AUT 503 Automotive Brake Systems and AUT 404 Automotive Suspension and Steering. Through supervised lab experiences, students will study advanced techniques in the diagnosis, service, and repair of brake and suspension systems. (120:140) (2, 6)

**AUT 603**
**Basic Automotive Electricity**
This course will provide instruction in theory and operation of automotive electrical circuits. Safety, meters, and service information will be emphasized. (120:157) (2, 2)
AUT 652  
**Advanced Automotive Electricity**  
This course is designed to provide instruction in the diagnosis, repair, and service of electrical and electronic components found on current vehicles.  

(120:158) (2, 2)

AUT 704  
**Automotive Heating and Air Conditioning**  
This course will provide instruction in the theory of operation of auto air conditioning and heating systems. Students will learn how to diagnose and service auto air conditioning and heating systems.  

(120:169) (2, 4)

AUT 823  
**Advanced Automotive Tune-up**  
This course is designed to train the student in preventative maintenance, tune-ups, and engine performance testing procedures. Theory, diagnosis, and repair of automotive ignition, electrical, and automotive fuel systems will be covered. Students will be instructed on the proper use of computerized engine analyzers and other related technology used in the modern day automotive shop.  

(120:203) (2, 4)

AUT 834  
**Automotive Fuel Systems**  
This course will provide the instruction to introduce the student to basic fuel system principles. Students will study theory and will gain hands-on experience by cleaning, repairing, and adjusting automotive fuel systems.  

(120:130) (2, 4)

AUT 844  
**Automotive Electronic Engine Controls**  
This course is designed to require students to apply knowledge and skills gained in AUT 603 Basic Automotive Electricity, AUT 652 Advanced Automotive Electricity and AUT 834 Automotive Fuel Systems. Through supervised labs, students will experience hands on diagnosis and repair of the computers, sensors, and control devices of late model cars.  

(120:200) (3, 6)

AUT 870  
**Automotive Service Management**  
This course is designed to acquaint the student with the day-to-day operations of the automotive service industry. Instruction will be provided for customer relations, shop management, service write-ups, warranty procedures, and flat rate time guides. Students will practice procedures in a live lab setting.  

(120:236) (2, 0)

**Business**

**Business Computer Application**

BCA 052  
**Fundamentals of Computer Operations**  
This non-transfer course is designed to assist students who have limited experience with a personal computer. Skills emphasized will include file management, Internet navigation, email, and entry level functions of Microsoft Word, Excel, and PowerPoint. Students may use this course to prepare for CSC 110 Introduction to Computers.  

(090:140) (3, 0)

BCA 152  
**Comprehensive Spreadsheets**  
Prerequisite: CSC 110 Introduction to Computers or instructor approval. Concepts of spreadsheets and application in the business world are covered. Introductory topics include creation of spreadsheets, data manipulation, printing, formatting, use of predefined functions and charts. Advanced topics will include creating macros, filtering, importing and exporting data, and spreadsheet analysis. Application to business situations will be emphasized. Microsoft Excel will be used for this course.  

(360:131) (2, 2)

BCA 167  
**Comprehensive Databases**  
Prerequisite: CSC 110 Introduction to Computers or instructor approval. An in-depth study of database management concepts, their uses, roles, limitations, advantages, and disadvantages. Students, through hands-on experience, will learn to use database management software to design, create, set up, utilize, query, program, customize, and integrate databases. Application to business situations will be emphasized. Microsoft Access will be used for this course.  

(360:136) (2, 2)

BCA 214  
**Advanced Computer Business Applications**  
Prerequisite: BCA 215 Computer Business Applications or equivalent or instructor approval. This course covers post-advanced applications utilizing Microsoft Office. The primary focus will be on spreadsheet and database applications. Emphasis will be placed on advanced spreadsheet topics such as macros, filtering, importing and exporting data, and spreadsheet analysis. Database emphasis will be placed on customizing forms and reports, integrating and analyzing data, and managing and securing a database.  

(360:120) (2, 2)

BCA 221  
**Integrated Computer Business Applications**  
Prerequisite: BCA 214 Advanced Computer Business Applications. Suggested prerequistes: ADM 116 Keyboarding II or equivalent. This course is designed for future business workers needing an understanding of the many facets of office technology. Emphasis is on taking real business simulations or office jobs and using available equipment and software to integrate these technologies in an office environment.  

(180:134) (2, 2)

BCA 928  
**Independent Study**  
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required.  

(360:299)

BCA 949  
**Special Topics**  
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.

**Biology**

BIO 105  
**Introductory Biology**  
An introduction to basic biological principles with emphasis on topics and issues of current interest and applications of biology related to the medical, ethical, and social dilemmas of humans integrating with the biosphere. The required laboratory will stress the process of science and exposure to living organisms. Topics to be considered are structure, function, metabolism of cells, genetics, impact of molecular biology and genetic engineering.
plants, animals, diversity, and evolution. Three lecture hours, two lab hours. (800:100) (3, 2)

**BIO 112 General Biology I (w/lab)**
Introduction to principles of biological science, including the chemistry and structure/function of cells, heredity, evolution, and diversity. The required laboratory provides concrete experiences for course concepts and exposure to a variety of organisms. This course is intended for those students in majors requiring a two-semester sequence. Three lecture hours, two lab hours. (800:110) (3, 2)

**BIO 113 General Biology II (w/lab)**
A continuation of BIO 112 General Biology I, this course examines metabolism, form, and function in plant and animal life, and ecology. Three lecture hours, two lab hours. (800:111) (3, 2)

**BIO 125 Plant Biology (w/lab)**
Comprehensive study of cytology, metabolism, diversity, reproduction, evolution, and ecology of plants. Laboratory covers morphology of algae, fungi, bryophytes, lower vascular plants, and seed plants. Three lecture hours, two lab hours. (800:160) (3, 2)

**BIO 130 Animal Biology (w/lab)**
A progressive study of the animal phyla, including structure, function, metabolism, diversity, and evolutionary relationships. Laboratory studies the anatomy and classification of selected animals through animal dissections. Three lecture hours, two lab hours. (800:150) (3, 2)

**BIO 146 Genetics**
Prerequisite: At least one semester of college biology (such as BIO 105 Introductory Biology or BIO 112 General Biology I) should be completed before taking this class. This course is an introduction to genetics. Topics include DNA, chromosomes, Mendelian genetics, mutations, molecular genetics, recombinant DNA, Genetically Modified Organisms (GMOs), genetic engineering, molecular genetics, and genetic disease. (3, 0)

**BIO 151 Nutrition**
Prerequisite: One year of high school chemistry or CHM 101 Fundamentals of Chemistry or equivalent or instructor approval. Study of an individual’s health as related to the influence of nutrients and energy metabolism. Emphasis is on normal nutrition, although discussion of nutrition during disease is included. Designed for students in health related fields. (800:140) (3, 0)

**BIO 162 Essentials of Anatomy and Physiology**
(Designed for nursing and allied health students.) Prerequisites: One year of high school biology or one year of high school chemistry or CHM 101 Fundamentals of Chemistry or instructor approval. Introduces the student to the structure, function, and organization of the human body and all body systems. (800:130) (3, 0)

**BIO 163 Essentials of Anatomy and Physiology (w/lab)**
(Designed for nursing and allied health students.) Prerequisites: BIO 112 General Biology I or BIO 162 Essentials of Anatomy and Physiology and one year of high school chemistry or equivalent or instructor approval. This course is a progressive study of the structure and function of the cellular/tissue and organ/system levels of the human body. Laboratory includes study of both gross and microscopic structure of all systems and function with dissection. Three lecture hours, two lab hours. (800:240) (3, 2)

**BIO 168 Human Anatomy and Physiology I**
Prerequisite: BIO 105 Introductory Biology, BIO 112 General Biology I, or one year of high school biology within the past five years, and CHM 101 Fundamentals of Chemistry or one year of high school chemistry within the past five years. This course is a study of the structure and function of the human body with combined lecture and laboratory. This is the first semester of a two-semester course. Major topics addressed include levels of organization, basic chemistry and metabolism, cytology and histology. The systems covered include the integumentary, skeletal, muscular, nervous, and endocrine, along with brief associated pathology of each system. Three lecture hours, two lab hours. (800:105) (2, 2)

**BIO 173 Human Anatomy and Physiology II w/lab**
Prerequisite: BIO 168 Human Anatomy and Physiology I. This course is a study of the structure and function of the human body with combined lecture and laboratory. This is the second semester of a two-semester course. Major topics addressed include blood and cardiovascular system, lymphatic system, respiratory system, digestive system, urinary system, and the reproductive system, along with brief associated pathology of each system. Three lecture hours, two lab hours. (800:260) (3, 2)

**BIO 186 Microbiology (w/lab)**
Prerequisites: One year of high school chemistry or CHM 101 Fundamentals of Chemistry and BIO 112 General Biology I or equivalent or instructor approval. Students study cytology, metabolism, and diversity of microscopic organisms. Pathogens, etiology, and basic immunology are emphasized. Laboratory includes isolation, cultivation and control of selected bacteria, fungi, and others. Three lecture hours, two lab hours. (800:260) (3, 2)

**BIO 190 Introductory Biotechnology**
Introduction to basic principles of biotechnology with emphasis on genetic theory, recombinant DNA theory, practice, and application. Students will look at applications of molecular genetics in research, human medicine, and agriculture. (3, 0)

**BIO 191 Introductory Biotechnology w/lab**
Introduction to basic principles of biotechnology with emphasis on genetic theory, practice, and applications. Students will look at applications of molecular genetics in criminal justice, research, human medicine, agriculture and business. Students will gain lab skills with required laboratory, working with bacteria, restriction enzymes, electrophoresis, and other methods of molecular genetics. Two lecture hours, two lab hours. (800:105) (2, 2)

**BIO 928 Independent Study**
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (800:299)

**BIO 949 Special Topics**
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.
Business

BUS 102
Introduction to Business
The functions and practices of modern business and the economic institutions that facilitate the operation of individual business units. The interrelations existing in the various phases of business activity: organization, finance, production, and marketing. (320:110) (3, 0)

BUS 110
Business Math and Calculators
A study of the mathematics of business in its application to a variety of vocations including fundamental mathematical processes, fractions, price and cost, interest, bank discounts, cash and trade discounts, depreciation, payroll and taxes, and financial statements. Students will acquire the skills to use Microsoft Excel and traditional methods to perform each concept. (320:115) (3, 0)

BUS 121
Business Communications
Prerequisite: ENG 101 Elements of Writing or minimum COMPASS writing score of 69. This course is a study of communications for the typical business situation. To be covered are reports and letters of inquiry, orders, credit, collections, sales, and handling disputes. (320:200) (3, 0)

BUS 130
Introduction to Entrepreneurship
This course examines the preparations and methods needed to start a business, including business plan preparation, the management functions needed to keep it operating on a sound basis, financial analysis system, management, sales promotion, purchasing, pricing, human resources management, credit, insurance, inventory control, regulations, and taxes. (320:123) (3, 0)

BUS 150
E-commerce
Internet marketing is designed to improve students’ understanding of basic marketing principles and their application to the emerging electronic commerce (E-commerce) industry. Students will demonstrate knowledge in Web page formatting incorporating the needed elements to make business Web pages usable and successful. This class will deal with the business applications and implications of beginning E-commerce study. (Note that this is not a fundamentals of Web programming or computer programming class.) (320:243) (3, 0)

BUS 161
Human Relations
Human Relations is a course designed to improve students’ ability to function in the workplace. This class will work on increasing students’ self-awareness and improving their ability to get along with customers, coworkers, and supervisors. The course will build communication and human relation skills. (320:100) (3, 0)

BUS 185
Business Law I
After an introduction to the legal system and an overview of the Constitution, torts and criminal law, the course focuses on one of the most significant bodies of law—contracts. The area of contract law will expose the student to the rules developed by our society which allow promises to be binding and enforceable, rules which allow promises to be broken, and rules which govern the remedies. (320:240) (3, 0)

BUS 186
Business Law II
No prerequisite, however BUS 185 Business Law I is recommended. The course begins with a study of Section 2 of the Uniform Commercial Code, which deals with sales. The course turns next to reviewing the various types of employment relations and business associations, including partnerships and corporations. The remainder of the course is spent studying real estate law, and, if possible, trusts. (320:241) (3, 0)

BUS 230
Quantitative Methods for Business Decision Making
Prerequisite: MAT 101 Intermediate Algebra or instructor approval. A study of the quantitative methods commonly used in business and related areas. The course includes a basic algebra and probability review, decision theory, models, linear programming, forecasting, and inventory control. (320:236) (3, 0)

BUS 238
Business Problem Solving
A capstone course for those students in business and information technology programs. The course will apply knowledge learned in business curriculum including accounting, management, marketing, information technology, E-commerce and office systems through the development of business strategy and implementation. Topics to be covered include development of a mission statement, value creation, SWOT analysis and strategy implementation and assessment. Students will share knowledge learned across their individual disciplines to perform case analysis, promoting critical thinking skills, teamwork and a cross-functional business environment. (This course should be taken in the final semester of a student’s program.) (320:270) (3, 0)

BUS 928
Independent Study
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (320:299)

BUS 932
Internship
The business and information technology department offers, at certain stages of their curriculum, cooperative programs in which students may gain practical experience. When the student has reached a predetermined level of proficiency, each student is placed at a training station for a minimum of 160 contact hours where practical experience can supplement the classroom skill-building. (320:262) (0, 0, 16)

BUS 949
Special Topics
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.

Computer Aided Drafting

CAD 113
AutoCAD I
The student will become familiar with two-dimensional capabilities of AutoCAD. The student will learn to be proficient, work with blocks, attributes, libraries, and set up template drawings. (220:172) (2, 2)

CAD 117
AutoCAD II
Prerequisite: CAD 113 AutoCAD I. The student will learn about isometric drawings from 2D images, develop 3D images, solid modeling, basic AutoLISP programming, and data source connection. (220:177) (2, 2)

CAD 280
SDS/2 Interactive Graphics
Prerequisite: CAD 117 AutoCAD II. The student will become familiar with the capabilities of SDS/2 Editor. The student will learn to
be proficient using the drawing editor by creating drawings, work with assemblies, adaptive detailing, global standards, and set up template drawings. (20:212) (1,2)

Chemistry

CHM 101 3
Fundamentals of Chemistry
This course is an introduction to the principles and theories of general chemistry. Topics of study include: atomic structure, chemical bonding, matter, chemical reactions, solutions, stoichiometry, acids, bases, and nuclear chemistry. This course is intended for students desiring a basic background in general chemistry and for those majoring in an allied health field. This course will not be considered a laboratory course but will incorporate the use of student-centered activities to help facilitate learning. (820:180) (3, 0)

CHM 166 5
General Chemistry I (w/lab)
This course is the first five hours of a 10-hour sequence in general chemistry. The broad topics of discussion are: gases, liquids and solids, atoms and molecules, nomenclature and chemical arithmetic, atomic structure, properties of elements, chemical bonding, and energy changes in chemical reactions. Laboratory work is designed to supplement and support lecture and discussion topics. Four lecture hours, two lab hours. (820:190) (4, 2)

CHM 176 5
General Chemistry II (w/lab)
Prerequisite: CHM 166 General Chemistry I. General Chemistry II is an extension of General Chemistry I. The general topics of discussion are: solutions, oxidation-reduction, chemical equilibrium, acids and bases, ionic equilibrium, electrochemistry, chemical kinetics, nuclear chemistry, carbon compounds, and polymers and proteins. Laboratory work is designed to supplement and support lecture and discussion topics. Four lecture hours, two lab hours (820:191) (4, 2)

CHM 261 4
Organic Chemistry I (w/lab)
Prerequisites: CHM 176 General Chemistry II or instructor approval. This course is the first four hours of an eight-hour sequence in organic chemistry. The broad topics of discussion are: nomenclature, synthesis, structure and bonding, reaction mechanisms, and physical properties. An emphasis is placed on using spectroscopic techniques to determine structural arrangement, carbonyl compounds, benzene compounds, alcohols, and ethers. Laboratory work is designed to supplement and support lecture and discussion topics. Three lecture hours, three lab hours. (820:290) (3, 3)

CHM 271 4
Organic Chemistry II (w/lab)
Prerequisites: CHM 261 Organic Chemistry I or instructor approval. This course is the last four hours of an eight-hour sequence in organic chemistry. The broad topics of discussion are: nomenclature, synthesis, structure and bonding, reaction mechanisms, and physical properties. An emphasis is placed on using spectroscopic techniques to determine structural arrangement, carbonyl compounds, benzene compounds, alcohols, and ethers. Laboratory work is designed to supplement and support lecture and discussion topics. Three lecture hours, three lab hours. (820:290) (3, 3)

CHM 928 1-3
Independent Study
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (820:299)

CHM 949 1-3
Special Topics
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.

Computer Programming

CIS 121 3
Introduction to Programming Logic
This course will provide a basic understanding of problem-solving concepts. The course explains the logic behind storing and moving data and the programming logic required to meet the needs and parameters of end users and the systems they utilize. (360:155) (3, 0)

CIS 152 3
Data Structures
Prerequisite: CIS 171 JAVA. This course will cover the development and implementation of algorithms involving arrays, stacks, queues, linked lists, sorts, and files. The structures will be incorporated into window frames and html applets in many instances. The course will also include discussions of other JAVA elements, such as interfaces, containers, and polymorphism. (360:226) (3, 0)

CIS 161 3
C++
Prerequisite: Experience in a programming language. An introduction to C++. The course will include files, arithmetic and logical operations, control structures, functions and parameter passing, arrays, a preface to using objects, and incorporation of the older C include files into C++ programs. (360:230) (3, 0)

CIS 171 3
JAVA
Prerequisite: Programming in BASIC or another computer language. An introduction to structured programming using JAVA. Topics will include variables, data types, mathematical expressions, input and output, standard functions, user-defined functions, classes, control structures, iteration, file streams, aspects of objects, and Windows API interface. (360:200) (3, 0)

CIS 215 3
Server Side Web Programming
Prerequisites: CIS 604 Visual Basic, CIS 171 JAVA, and some experience in coding HTML. An introduction to the theory and implementation of interactive Web programming. The course will begin with JAVA script and HTML input forms and move on to interfacing them with simple programs in Perl CGI, ASP, and JSP. The remainder of the semester will focus on PHP and MySQL. (360:247) (3, 0)

CIS 230 3
Web Infrastructure
Prerequisite: A business, networking, or MIS major or programming experience. A three-part introduction to computer programming technology. The first section, literacy, deals with history of hardware, software, multi-user technologies, and programming. The second section will be an introduction to networking. Topics will include installation of server software and hardware, protocols, user accounts, privileges, data sharing, and networked programs. The third section will cover Web-hosting topics. Students will register a domain name, lease a Web host, and set up pseudo business Web sites on a remote host. (360:112) (3, 0)

CIS 339 3
Advanced Database and SQL
Prerequisites: BCA 214 Advanced Computer Business Applications and CIS 121 Introduction to Programming Logic. Students will be trained to install, configure, upgrade, troubleshoot,
and repair Structured Query Language (SQL) databases for use in today's data-intensive work environments. Database systems are the key component to any network infrastructure. They are the sole reason networks came into popularity and the complexity of a database continues to grow. The database industry is the foundation for the exchange of data and management of information. (3, 0)

CIS 604  
**Visual Basic**  
An introduction to structured programming using Microsoft Visual Basic. Topics will include Windows API objects, variables, data types, mathematical expressions, input and output, standard functions, user-defined functions, control structures, iteration, arrays, and simple sorts. (360:146) (3, 0)

CIS 612  
**Advanced Visual Basic**  
Prerequisite: CIS 604 Visual Basic or instructor approval. An intermediate course in Visual BASIC programming. Students will design, write, and debug Visual Basic programs using structured programming concepts. Program concepts covered will include animation and graphics, control arrays, database management, classes and objects, multiple forms, modules, and Active-X. (360:147) (3, 0)

CIS 650  
**PC Operating Systems**  
A course in resource and file management on small computer systems. The course will survey techniques used to manage secondary storage. The students will also learn the nuances of installing and managing resources and users in a PC environment. An in-depth study will be made of drivers, controllers, and external and internal operating systems commands. Rudimentary introductions to the registry, batch programming, and systems programming with other languages will also be included. (360:250) (3, 0)

CIS 750  
**Project Management**  
Prerequisite: CIS 755 Management Information System and BCA 214 Advanced Computer Business Applications or instructor approval. This course is designed to provide students exposure to project management and its importance to improving success in information technology projects. Topics addressed in the course will include triple constraints of project management, project life cycle, cost estimates, value management and motivation theory, and team building. Tools and techniques important to project management will also be presented, including project selection methods, work breakdowns, network diagrams, critical path analysis, and scheduling. Students will have the opportunity to utilize software to help plan and manage an information technology project. (360:252) (3, 0)

CIS 755  
**Management Information Systems**  
Prerequisite: BCA 215 Computer Business Applications or instructor approval. This course will acquaint the student with the variety of topics and issues related to business systems, information and computers. The objective of this course is to provide a base of knowledge and to acquaint students with the literature available and other sources for continuing their learning in the information technology field. Students would also practice software skills in solving business and technology integrated problems. (360:251) (3, 0)

CIS 928  
**Independent Study**  
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (360:299)

CIS 949  
**Special Topics**  
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.

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**Cultural Studies**

**CLS 105**  
**Cultural Diversity and Identity**  
Recommended prerequisite: SOC 110 Introduction to Sociology. This course offers an introduction to the sociological study of the cultural diversity in American society. It will enable the student to understand some of the problems and complexities involved in the relationship between the many groups that compose our diverse society. It will deal with ethnic, cultural, and gender groups within the United States. (620:210) (3, 0)

**CLS 150**  
**Latin American History and Culture**  
The main purpose of this class is to provide the student with a basic understanding of an appreciation for Latin American history and culture. This course is designed to analyze the history of the people, cultures, and institutions of the 33 countries in the continents of North and South America. This course will cover Latin American history and culture from the discovery of America through the Wars of Independence to the present, including colonial institutions, and major social, political, and economic developments. The national development and the social and political problems of Argentina, Brazil, Chile, Cuba, and Mexico will have special emphasis. (520:114) (3, 0)

**CLS 164**  
**Japanese History and Culture**  
This course is a comprehensive overview of Japanese culture based upon the study of history, geography, religion, customs, values, art, literature, sport, language, and cuisine. The main purpose of this course is to provide the student with a basic understanding of and an appreciation for a non-Western culture. (3, 0)

**CLS 928**  
**Independent Study**  
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (520:299)

**CLS 949**  
**Special Topics**  
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.

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**Communication**

**COM 101**  
**Sharpening Your Business Writing Skills**  
Co-requisite: Career and Technical Education students should also enroll in SDV 153 Pre-employment Strategies. This course provides practical examples of good writing techniques and focuses on the types of writing expected from today's business personnel. Students will also learn how to communicate information, present and defend their ideas, and persuade others to adopt their point of view. (1, 0)

**COM 928**  
**Independent Study**  
Student/instructor designed course intended for concentrated or advanced study.
Approval by the Offices of Instruction and Student Services is required. (400:299)

COM 949 1-3
Special Topics
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.

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**Construction**

CON 141 2
Basic Construction Skills
This course provides students with the basics in construction; math, safety, blueprint reading, hand tools, power tools, and rigging for cranes. (130:106) (2, 0)

CON 155 3
Carpentry Level I
This course provides students with a solid background in the carpentry trade, construction materials, hand and power tools, and rough framing. (130:107) (2, 2)

CON 156 5
Carpentry Level II
This course provides students with a good background in concrete form and flatwork. (130:108) (2, 6)

CON 158 5
Carpentry Level III
This course is focused on exterior finish work and beginning interior finish work. (130:201) (1, 8)

CON 159 5
Carpentry Level IV
In course students are exposed to supervision, finish work, metal studs and drywall, cabinetry, and finish floors. (130:203) (1, 8)

CON 183 5
Construction Lab IIA
These courses provide hands-on experience in the construction of a residential home. (130:122) (1, 10)

CON 184 5
Construction Lab IIB
(130:123) (1, 10)

CON 187 8
Construction Lab III
(130:142) (1, 14)

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**Criminal Justice**

CRJ 200 3
Criminology
This course is an introductory course in the field of criminology. We will examine topics including history, nature, and theories of crime causation, crime typologies, the criminal justice system, and issues related to current crime trends in America. The criminal behavior patterns include violent crimes, property crimes, white-collar crimes, cybercrimes, organized crime, and public order crime. (620:240) (3, 0)

CRJ 928 1-3
Independent Study
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (620:299)

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**Collision Repair/ Refinish**

CRR 101 2
Sheet Metal Welding
The structural integrity of the vehicle is dependent on skills in welding. This course provides the training in oxyacetylene heating and cutting, MIG welding and plasma cutting. Safety is also stressed. (110:100) (1, 2)

CRR 116 5
Advanced Welding Techniques
Prerequisite: CRR 101 Sheet Metal Welding. A continuation of gas metal arc welding (MIG) with advanced applications including spool and pulse welding aluminum. Gas tungsten arc welding (TIG) and additional plasma cutting will be covered. Working with various metals such as stainless steel, aluminum, galvanized metal, and cast along with squeeze type resistance spot welding (STRSW) and weld bond adhesives will also be included. (110:230) (1, 2)

CRR 201 2
Plastic Repair
Students will receive instruction on thermosets and thermoplastics, repair decisions, plastic welding and adhesive repair technology. SMC repair will also be covered. (110:171) (1, 2)

CRR 301 1
Introduction to Collision Repair
Safety, worker protection, EPA compliance, careers and fundamentals of collision repair are covered. Tools and equipment, shop designs, and the interpretation of MSDS will be studied. (110:111) (1, 0)

CRR 324 4
Sheet Metal Fundamentals
Metalworking skills are taught as the foundation of properly repairing damaged metal panels, followed by an understanding of body fillers and shaping techniques. Damage theory is covered in addition to damage analysis and types of steel used in automotive construction. Aluminum cosmetic panel straightening will also be taught. (110:121) (1, 6)

CRR 361 4
Collision Lab I
Actual shop setting where project vehicles are worked on based off of actual estimates. The objective of the labs is to fine tune previously taught skills and to sequence a repair plan while improving speed and work efficiency on a production basis. Each new lab is designed to introduce tougher projects and develop the student/technicians independence while increasing the flat rate hours turned in a clocked period. (110:188) (2, 4)

CRR 362 3
Collision Lab II
Prerequisite: CRR 361 Collision Lab I (1, 4)

CRR 363 2
Collision Lab III
Prerequisite: CRR 362 Collision Lab II (110:220) (0, 4)
<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
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<tbody>
<tr>
<td>CRR 364</td>
<td>Collision Lab IV</td>
<td>Prerequisite: CRR 363 Collision Lab III (110:225) (0, 4)</td>
</tr>
<tr>
<td>CRR 420</td>
<td>Non-Structural Repairs</td>
<td>Techniques in cosmetic panel replacement and alignment are discovered of both bolt-on and weld-on types. Door hardware, moveable glass, exterior and interior trim replacement and repairs round out this offering. Adhesive bonding and aluminum panel replacement procedures are also covered. (110:134) (2, 4)</td>
</tr>
<tr>
<td>CRR 504</td>
<td>Frame and Unibody Damage Analysis</td>
<td>Advanced collision theory coupled with fundamentals of measuring full frame and unibody constructed vehicles with centerline gauges. Safety and the various types of pulling and measuring equipment will be covered. Structural integrity via stationary glass is also covered with replacement procedures. Corrosion protection is also studied. (2, 4)</td>
</tr>
<tr>
<td>CRR 534</td>
<td>Structural Repair</td>
<td>Prerequisite: CRR 504 Frame and Unibody Damage Analysis. Steel structural parts replacement and sectioning on full frame and unibodies. New and used parts will be covered. Preparation for Structural Parts Steel Qualification testing. (2, 4)</td>
</tr>
<tr>
<td>CRR 572</td>
<td>Advanced Structural Repair</td>
<td>Prerequisite: CRR 534 Structural Repair. Alternative methods of diagnosing frames and unibody damage with UMS and laser/computerized measuring systems. Characteristics of aluminum structural parts. Structural straightening aluminum and structural parts aluminum damage diagnosis and replacement. (110:200) (1, 2)</td>
</tr>
<tr>
<td>CRR 602</td>
<td>Mechanical Repairs</td>
<td>An introductory course in collision based mechanical repairs. Basic repairs to electrical, steering, suspension, cooling, passive restraints, and air conditioning systems are taught. Repairs begin with identification, diagnosis and an understanding of system operations. (110:145) (1, 2)</td>
</tr>
<tr>
<td>CRR 743</td>
<td>Estimating</td>
<td>Students are taught to correctly analyze and record physical damage on a vehicle. Mitchell software is introduced. Knowledge of mechanical and body parts, nomenclature, flat rates, insurance procedures, and industry definitions are covered. (3, 0)</td>
</tr>
<tr>
<td>CRR 760</td>
<td>Advanced Estimating</td>
<td>Prerequisite: CRR 743 Estimating. Students will be introduced to ADP software and further develop computerized estimating skills with Mitchell software. Topics will include: customer relations, claims processing, judgment and flat rate decisions, alternative parts use, restoration estimating, and estimating damage from hail, deer, and other unique situations. (110:210) (2, 0)</td>
</tr>
<tr>
<td>CRR 804</td>
<td>Introduction to Refinishing</td>
<td>Fundamentals are stressed in this introduction to painting. Surface preparation, safety, composition of paints, undercoats, application techniques, and equipment are covered in great detail. Masking skills, single stage topcoat and basecoat/clearcoat applications are practiced acquainting the student in refinishing. (110:148) (2, 4)</td>
</tr>
<tr>
<td>CRR 833</td>
<td>Refinishing II</td>
<td>Prerequisite: CRR 804 Introduction to Refinishing. A further study in refinishing operations including finish defects, application problems, non-painting repairs, including detailing. Basecoat/clearcoats, tri-coat, and multi-stage finishes are covered in greater detail. Tinting, blending, and color theory will also be covered. (110:146) (1, 4)</td>
</tr>
<tr>
<td>CCR 928</td>
<td>Independent Study</td>
<td>Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (360:299)</td>
</tr>
<tr>
<td>CSC 110</td>
<td>Introduction to Computers</td>
<td>Prerequisite: Keyboarding skills. This is an introductory course that surveys a variety of computer topics to include history, hardware, software, terminology, communications, computer ethics, and societal impact. In addition to computer literacy, students will complete hands-on modules for Microsoft Office programs. (360:110) (3, 0)</td>
</tr>
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<td>Special Topics</td>
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<tr>
<td>DRF 113</td>
<td>Fundamentals of Technical Drafting</td>
<td>Drawing equipment, geometric construction, multiview drawings, and isometrics will be studied and practiced. The students will study both the requirements of mechanical, structural, and architectural drawing. This section will allow the student with no previous drafting experience to obtain a good foundation of basic drafting procedures. (220:102) (1, 4)</td>
</tr>
</tbody>
</table>

### Drafting

#### Early Childhood Education

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ECE 103</td>
<td>Introduction to Early Childhood Education</td>
<td>Gives students a historical and philosophical foundation of the field of early childhood education. Includes an overview of assessment and trends that influence best practices. Explores careers in the field. Addresses influences of families and diversity. (3, 0)</td>
</tr>
<tr>
<td>ECE 106</td>
<td>Child Development Associate Standards</td>
<td>Prerequisite: Two of the following courses: ECE 103, PEH 205, ECE 245. One of the required classes may be taken during the same semester. Students must verify their ability to meet CDA Credential eligibility and obtain a current First Aid, CPR, and Mandatory Reporting certification by the last week of ECE 106. This course assists the eligible CDA credential candidate with developing and preparing for the Preschool, Infant-Toddler, or Family Childcare CDA validation visit and assessment. Students will develop a resource binder and prepare for the written and oral assessment exam and for the final observation. General topics for discussion include planning a safe, healthy environment; steps to advance children's physical and intellectual development;</td>
</tr>
</tbody>
</table>
positive ways to support children’s social and emotional development; strategies to establish productive relationships with families; effective program operation; maintaining a commitment to professionalism; observing and recording children’s behavior; and principles of child growth and development. (0, 2)

ECE 133
Child Health, Safety and Nutrition
Focuses on current concepts in the field of health, safety and nutrition and their relationship to the growth and development of the young child ages birth to eight. Blends current theory with practical applications and assessments. Includes the influences of families and diversity on health, safety and nutrition in early childhood settings. (3, 0)

ECE 158
Early Childhood Curriculum I
Focuses on the development, implementation, and assessment of appropriate environments and curricula for young children ages three through eight. Students prepare to utilize developmentally appropriate practices in a context of family and culturally sensitive care. Emphasis is on understanding children’s developmental stages and developing appropriate learning opportunities, interactions and environments in the following areas: dramatic play, art, music, fine and gross motor play. (3,0)

ECE 159
Early Childhood Curriculum II
Focuses on the development, implementation and assessment of appropriate environments and curricula for young children ages three through eight. Students prepare to utilize developmentally appropriate practices in a context of family and culturally sensitive care. Emphasis is on understanding children’s developmental stages and developing appropriate learning opportunities, interactions and environments in the following areas: emergent literacy, math, science, technology, and social studies. (3, 0)

ECE 170
Child Growth and Development
Reviews typical and atypical development of children from conception to adolescence in all developmental domains. Presents interactions between child, family, and society within a variety of community and cultural contexts. Examines theories associated with our understanding of children. (3,0)

ECE 221
Infant/Toddler Care and Education
Focuses on care, education, and assessment of children from birth to thirty-six months. Prepares students to utilize developmentally appropriate practices including responsive caregiving, routines as curriculum, importance of relationships with diverse families, and a focus on the whole child in inclusive settings. (3,0)

ECE 243
Early Childhood Guidance
Focuses on the effective approaches and positive guidance strategies for supporting the development of all children. Emphasizes supportive interactions and developmentally appropriate environments. Uses assessment to analyze and guide behaviors. Studies impact of families and diversity on child guidance. (3,0)

ECE 262
Early Childhood Field Experience
Prerequisites: ECE 158 Early Childhood Curriculum I, ECE 159 Early Childhood Curriculum II, ECE 170 Child Growth & Development, ECE 221 Infant/Toddler Care and Education, ECE 243 Early Childhood Guidance 2.0 GPA overall and 2.0 GPA in Early Childhood courses. Enrollment without the pre-or co-requisites may be granted with permission of the early childhood faculty. Supervised experience* in selected early childhood settings serving children ages birth through eight. Includes integration of theory, research, and reflective practice. Provides an understanding of developmentally appropriate practices and the developmental stages of diverse populations of young children and families. Emphasizes professional relationships and behavior, appropriate adult/child interactions, basic curriculum planning, and program routines.

*Requires a minimum of 80 contact hours (4800 minutes) for 2 credits of direct work with children, with the remaining contact hours equal to one credit being distributed across direct contact and classroom hours as deemed appropriate by the institution. (1, 0, 0, 5)

ECE 243
Early Childhood Guidance
Focuses on the effective approaches and positive guidance strategies for supporting the development of all children. Emphasizes supportive interactions and developmentally appropriate environments. Uses assessment to analyze and guide behaviors. Studies impact of families and diversity on child guidance. (3,0)

ECE 928
Independent Study
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (340:299)

ECN 120
Principles of Macroeconomics
An introduction to concepts and terminology of macroeconomics. A study of national income and national output, money and banking, fiscal and monetary policy, inflation, unemployment, and international trade. (340:220) (3, 0)

ECN 130
Principles of Microeconomics
An introduction to concepts and terminology of microeconomics. A study of supply and demand, individual consumer and firm behaviors, pricing and the market system, market structure, and the allocation of resources. (340:221) (3, 0)

ECN 949
Special Topics
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.

Education

EDU 120
Communication, Ethics, and Confidentiality
Participants will develop skills and strategies to enhance communication and examine situations where professionalism, ethical standards, and confidentiality will guide the correct course of action when working with colleagues, students, parents, and others. (640:130) (2, 0)

EDU 121
Behavior Improvement
Participants will gain knowledge, skills and strategies to assist, support and maintain the positive social, emotional, and behavioral development of children. (640:131) (2, 0)

EDU 122
Roles and Responsibilities
Participants will develop skills, and strategies to assist, support and maintain safe environments, educational activities, team
interventions, and technology integration when working with colleagues, students, parents, and others. (640:132) (2, 0)

EDU 165
Early Childhood: Pre-Kindergarten-Grade 3
Prerequisite: The student must have completed the Level I paraeducator certification process and received paraeducator certificate. This course will provide paraeducators with the following skills: knowledge and understanding of the behaviors and performances of individual children in the pre-kindergarten through third grade classrooms; effective strategies and techniques to stimulate cognitive, physical, social and language development in these students; knowledge of services available from health care providers, social services, education agencies, and other systems to support parents; and an understanding of how to develop service plans and educational objectives for parents and their children. (640:134) (3, 0)

EDU 170
Special Needs, Pre-Kindergarten-Grade 12
Prerequisite: The student must have completed the Level I paraeducator certification process and received paraeducator certificate. This course will provide paraeducators with the following skills: knowledge and understanding of the goals and objectives in an Individualized Education Plan (IEP), an understanding of the value of serving children with disabilities and special needs, a general understanding of implementing instruction based on lesson plans and instructional strategies, ability to maintain and gather data about student performance and behavior, appropriate use of instructional procedures and reinforcement techniques, and an ability to operate computers and assistive technology. (640:133) (3, 0)

EDU 213
Introduction to Education
This introductory course in education will provide opportunities for the student to gain a fundamental understanding of what is involved in a teaching career. Topics include, but are not limited to, current issues in education, school law, and ethics. Also, it is designed to familiarize students who may not enter the teaching profession with some basic educational principles and problems which will enable them to contribute more adequately to the total educational system. (640:220) (3, 0)

EDU 928
Independent Study
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (640:299)

EDU 949
Special Topics
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.

Emergency Medical Services
EMS 210
EMT Basic
This course is designed to instruct a student to the level of Emergency Medical Technician-Basic who serves as a vital link in the chain of the health care team. This includes all skills necessary for the individual to provide emergency medical care at a basic life support level with an ambulance service or other specialized service. (660:260) (3, 6)

English Composition
ENG 020
Fundamentals of Writing
This course provides the student with an opportunity to learn and practice basic writing skills. Topics addressed include paragraph development, summary and reaction papers, and grammar and usage review. This course emphasizes paragraph development. Students may use this course to prepare for BUS 121 Business Communications, ENG 101 Elements of Writing, COM 101 Sharpening Your Business Writing Skills, ENG 105 Composition I, and other courses requiring writing skills. (090:134) (3, 0)

ENG 040
Communication Skills I
These individualized courses are designed to help students improve their written communications skills. (090:130) (1, 0)

ENG 041
Communication Skills II
Prerequisite: ENG 040 Communication Skills I. This is a continuation of ENG 040. (090:131) (1, 0)

ENG 042
Communication Skills III
Prerequisite: ENG 041 Communication Skills II. This is a continuation of ENG 041. (090:132) (1, 0)

ENG 043
Communication Skills IV
Prerequisite: ENG 042 Communication Skills III. This is a continuation of ENG 042. (090:133) (1, 0)

ENG 101
Elements of Writing
This course is designed to develop students’ fluency in communication. Students will be provided additional writing practice in a workshop format beyond the foundations provided by high school or basic English courses. The course will feature intensive writing practice using practical scenarios likely to be encounterd by students in academic or occupational writing situations. This practice will provide insights for students into the writing processes and assist them in developing competency in writing in Standard Formal English. (3, 0)

ENG 105
Composition I
This is an intensive writing course, designed to develop skills in the use of language, clear thinking, critical reading, and effective writing within an essay format. Special emphasis will be placed on development of content, clear organization, sentence and paragraph structure, and correctness in usage, grammar, and mechanics. (400:110) (3, 0)

ENG 106
Composition II
Prerequisite: ENG 105 Composition I. This course is intended to build upon the skills students develop in Composition I. As such, the course assumes that students have a basic control of paragraphing, mechanics, grammar, and punctuation. The primary focus of the course shifts from the personal writing of Composition I to analytical, persuasive, and research writing. The course emphasizes critical thinking and clear, coherent development of thought. Using their research skills and the ability to organize the results of information gathering, students will be expected to analyze and present the results of their
research in clear, organized, persuasive, and interesting writing projects. (400:111) (3, 0)

ENG 221  
Creative Writing  
Creative Writing is designed for those who enjoy writing and desire to learn how to structure and publish varied genre within fiction, nonfiction, and poetry. (400:215) (3, 0)

ENG 928  
Independent Study  
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (400:299)

ENG 949  
Special Topics  
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Environmental Science

ENV 115  
Environmental Science  
A study of local ecosystems and associated environmental problems; built around examination of current critical issues in air and water quality, solid waste disposal, habitat destruction, land use, energy sources, and others. (800:115) (3, 0)

ENV 928  
Independent Study  
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (800:299)

ENV 949  
Special Topics  
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.

Non-Intensive English as a Second Language (ESL)

ESL 012  
ESL Listening/Speaking  
This course is intended to give students exposure to the English language. Major emphasis is on practicing verbal and auditory skills through visuals and activities. Basic competencies and very simple functions and structures are taught. Students are given the opportunity to use their new language in meaningful contexts. (090:090) (3, 0)

Foreign Language-Spanish

FLS 141  
Elementary Spanish I  
The development of the skill of listening, speaking, writing, and reading within the context of Hispanic culture. Elementary Spanish I is for students who have no knowledge of Spanish or less than one year of high school Spanish. (760:110) (4, 0)

FLS 142  
Elementary Spanish II  
Prerequisite: FLS 141 Elementary Spanish I or equivalent. This is a continuation of Elementary Spanish I. (One year of high school Spanish is equal to one semester of college Spanish.) (760:111) (4, 0)

Geography

GEO 121  
World Regional Geography  
A geographic survey of nations and continents with emphasis on important physical characteristics of the major regions of the world. Attention is devoted to their demographic, economic, political, and cultural development with each other. The course covers physical and cultural geography as well as basic geographical literacy. The human impact on the environment and growing problems of resources are discussed. (500:110) (3, 0)

GEO 928  
Independent Study  
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (500:299)

GEO 949  
Special Topics  
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.

Graphic Communications

GRA 137  
Digital Design  
Prerequisites: GRA 176 Layout Design I or GRA 151 Web Design or GRA 158 Web Multimedia or ART 117 Computer Graphic Design. This course provides basic instruction in the software and enhances skills learned from previous courses or software used in relationship to publishing and the web. The intent of this course is to present current software packages for digital design. The following software packages will be explored: Adobe InDesign, Adobe Acrobat Professionals, Adobe Photoshop, and Dreamweaver. (2, 2)

GRA 151  
Web Design  
Prerequisites: CSC 110 Introduction to Computers or instructor approval. This course will include the integration of text, graphics, animation, sound, and other multimedia applications into Web sites. HTML and graphical web editors will be utilized for Web page design. Database connectivity and general site management will also be explored. (360:246) (2, 2)

GRA 158  
Web Multimedia  
Prerequisites: Previous computer experience, currently enrolled in CSC 110 Introduction to Computers or instructor approval. This course provides an introduction to the creation of animation and movies for use with Web pages and other media. Video camcorders, digital cameras, and Webcams will be utilized in conjunction with computer hardware and software for image manipulation. (Software...
such as Windows MovieMaker 2, Adobe Premiere Elements, and Adobe Flash will be utilized. End products will be student-created movies and images to be used in Web pages and other software. (360:248) (2, 2)

GRA 176 3
Layout Design I
Prerequisite: Proof of keyboarding competency. This course is designed to identify the concepts and applications of desktop publishing. Whether it's a poster or brochure, a great layout communicates effectively. Master the basics of layout using Adobe InDesign, the latest environment for designing professional layouts. Prepare, package and export documents for print. Create portfolio-building projects in a hands-on environment. (2, 2)

GRA 928 3
Independent Study
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (360:299)

GRA 949 3
Special Topics
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.

History

HIS 110 3
Western Civilization: Ancient to Early Modern
This course explores cultural, political, literary, and economic aspects of Western civilization from the first civilizations in Mesopotamia and Egypt to the Greeks, Hebrews, and Romans. This course also discusses the varied conflicts of the Middle Ages, the Renaissance, and the Reformation. (520:108) (3, 0)

HIS 111 3
Western Civilization: Early Modern to Present
This course explores cultural, political, literary, and economic aspects of Western civilization from the practice of absolutism to the intellectual revolutions of science, agriculture, and philosophy. This course also discusses the varied conflicts of the 18th, 19th, and 20th centuries. (520:109) (3, 0)

HIS 142 3
Middle Eastern Studies
This course explores the Middle East region of Asia, Africa, and Europe after the advent of Islam. The geography, political arrangements, economy, leading historic figures, and interaction with other states are in the scope of the class. The history of Islam comprises part of the story. (3, 0)

HIS 151 3
U.S. History to 1877
This course explores the cultural, political, literary, and economic aspects of the United States after the Civil War. Such topics as Reconstruction, the Great War, the Roaring Twenties, the Great Depression, the Second World War, and the Cold War will be discussed. (520:220) (3, 0)

HIS 152 3
U.S. History since 1877
This course explores the cultural, political, literary, and economic aspects of the United States after the Civil War. Such topics as Reconstruction, the Great War, the Roaring Twenties, the Great Depression, the Second World War, and the Cold War will be discussed. (520:221) (3, 0)

HIS 201 3
Iowa History
This course explores the cultural, political, literary, and economic aspects of Iowa’s history from the 1700’s to the present day. Such topics as prairies, pioneers, prohibition, ethnic patterns and diversity, and the world wars will be discussed. (520:130) (3, 0)

HIS 257 3
African American History
This class is designed as a survey of major events and issues in African American history from the end of the Civil War to the present. The course introduces the students to historic, economic, cultural, and political factors. (520:222) (3, 0)

HIS 268 3
American Experience in Vietnam
A survey of the 2,000-year history of Vietnam, the French Indochina War and U.S. involvement, the military role, the view from those who participated and discussion of the consequences of American participation in the Asian conflict. The conflict will be viewed within the context of the Cold War and explore the events, attitudes and political scene leading up to the United States’ commitment in Southeast Asia. Exploration of the anti-Vietnam War movement will also take place. (520:223) (3, 0)

HIS 928 3
Independent Study
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (520:299)

HIS 949 3
Special Topics
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.

Health Sciences

HSC 114 3
Medical Terminology
This course will aid in the student’s understanding of core medical terms. Attention will be given to prefixes, suffixes and root words used in the medical field. Exercises stressing the spelling, pronunciation, and usage of medical terms are included. (180:118) (3, 0)

Literature

LIT 101 3
Introduction to Literature
As a study of the nature and purpose of literature in our culture, this course will include reading, discussion, and evaluation of literary works (including short stories, drama, and poetry) from different countries and different time periods. (400:120) (3, 0)

LIT 105 3
Children’s Literature
This course is a survey of the various types of literature available to children. It provides an introduction to authors and illustrators as well as background material in the field of children’s literature. (400:240) (3, 0)

LIT 110 3
American Literature to Mid-1800’s
As an English elective, this course will provide the student with a general overview of American literature from the pre-Revolutionary period to the mid-19th century. Through the study of authors and their works, the student will be able not only to trace the development of literature in this country, but also to examine their historical, sociological, and philosophical contexts. (400:230) (3, 0)
LIT 111  
**American Literature since Mid-1800’s**
As an English elective, this chronological continuation of LIT 110 will provide the student with a general overview of American literature from the Civil War period to the present. Through the study of authors and their works, the student will be able not only to trace the development of literature in this country, but also to examine their historical, sociological, and philosophical contexts. (400:231) (3, 0)

LIT 140  
**British Literature I**
This course features representative readings in British Literature from the time of Beowulf until the eve of the Romantic movement. The course examines leading works in British Literature in their social, economic, and political context. Further, the course reflects the development of different genres over the years, including changes in poetry, drama, myth, legend, romance, and the origins of the novel. (400:250) (3, 0)

LIT 141  
**British Literature II**
This course features representative readings in British Literature from about 1800 to about 1950. The course examines leading works in their social, economic, and political context. Further, the course follows changes in styles of poetry, drama, and romance and traces the rise and development of the British novel as a form of literature. (400:251) (3, 0)

LIT 161  
**The Short Story**
This literature course introduces students to the elements of short fiction and the historical development of the form. Emphasis is placed upon critical thinking and clear, coherent oral and written presentations based upon an analysis and reaction to the fiction read by students. (400:130) (3, 0)

LIT 177  
**Dramatic Literature**
This course explores drama as a form of literature. It examines the historical roots of Western Drama by the study of examples of Classic Greek drama. The course then examines representative works from Medieval and Renaissance England, the move to realism in nineteenth century works, and several representative works from the twentieth century. Students will read and study the works assigned, write about them, and participate in a Reader’s Theater interpretation of one work. (3, 0).

LIT 178  
**Mythological and Biblical Literature**
Every culture tells stories of where we came from, who we are, and how we should act toward each other. An understanding of various world mythologies, especially Greek and Roman, and of some basic stories from the Bible, is vital for understanding and appreciating much of the world’s literature and art. This class will examine these early oral stories as pieces of literature and how Western culture has referred to these stories. (3, 0)

LIT 928  
**Independent Study**
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (400:299)

LIT 949  
**Special Topics**
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.

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**Mathematics**

MAT 041  
**Basic Math**
This course provides the student with an opportunity to build a foundation of basic math skills. Topics covered include whole numbers, fractions, decimals, ratio and proportions, percents, and applications for business and consumers. Students may use this course to prepare for MAT 743 Technical Math, BUS 110 Business Math and Calculators, MAT 052 Pre-Algebra, standardized tests, and general consumer applications. (090:120) (1, 0)

MAT 080  
**Math Skills I**
These individualized courses are designed to help the student improve math skills used in everyday life and in specialized areas. The primary goals are to assure understanding of math concepts and to practice the skills necessary to improve proficiency in using them. Attention is given to the unique needs of individual students. (090:120) (1, 0)

MAT 081  
**Math Skills II**
Prerequisite: MAT 080 Math Skills I. This is a continuation of MAT 080. (090:121) (1, 0)

MAT 082  
**Math Skills III**
Prerequisite: MAT 081 Math Skills II. This is a continuation of MAT 081. (090:122) (1, 0)

MAT 083  
**Math Skills IV**
Prerequisite: MAT 082 Math Skills III. This is a continuation of MAT 082. (090:123) (1, 0)

MAT 101  
**Intermediate Algebra**
Prerequisite: Recommended COMPASS score or MAT 062 Elementary Algebra. The course will entail a review of basic algebra. Topics to be covered include factoring, exponents, operations on algebraic expressions, solving equations and inequalities, radicals, rational expressions, graphing linear and quadratic functions, using formulas, and solving word problems. (900:110) (3, 0)

MAT 117  
**Math for Elementary Teachers**
Prerequisite: Recommended COMPASS score or MAT 101 Intermediate Algebra. This course is designed for elementary teacher education. It is a study of the history of numerals and systems of numeration, sets, relations and their properties, the whole numbers, base ten and other base systems, integers, rational numbers, real numbers, and topics from geometry. (900:140) (3, 0)

MAT 120  
**College Algebra**
Prerequisite: Recommended COMPASS score or MAT 101 Intermediate Algebra. Topics to
include: the real and complex number systems and Cartesian coordinate system. Polynomial, exponential, and logarithmic functions. Matrix algebra, systems of equations, conic sections and sequences and series. (900:160) (3, 0)

MAT 127  
**College Algebra and Trigonometry**  
Prerequisite: Recommended COMPASS score and high school geometry or MAT 101 Intermediate Algebra. This course is a modern integrated study of algebra and trigonometry. Topics covered: real number system, functions, graphs, trigonometric functions, exponential functions, logarithmic functions, complex number system, polynomial functions, matrices, and solutions of triangles. (900:180) (5, 0)

MAT 134  
**Trigonometry and Analytic Geometry**  
Prerequisite: Recommended COMPASS score or MAT 101 Intermediate Algebra. Topics in trigonometry include, but are not limited to, measurement of angles, arc, and sectors, the six trigonometric functions and their graphs, trigonometric identities and equations, law of sines and cosines, vectors, complex numbers, and polar coordinates. Topics in geometry include an analytic investigation of the conic sections. Additional topics include congruence, area, parallelism, similarity, and volume in Euclidean geometry. (900:170) (3, 0)

MAT 156  
**Statistics**  
Prerequisite: Recommended COMPASS score or MAT 101 Intermediate Algebra. Statistics is a non-calculus based course designed to lay a foundation which will enable students to understand statistical thinking and apply basic statistical techniques. The qualitative and quantitative study in statistics will be useful for students pursuing majors in a wide variety of disciplines: psychology, sociology, business, economics, physical science, biological sciences, education, engineering, journalism, and career and technical program. (900:109) (3, 0)

MAT 216  
**Calculus I**  
Prerequisite: MAT 210 Calculus I. This course studies transcendental functions, techniques of integration, infinite series, conic sections, parameterized curves, and polar coordinates. (900:242) (4, 0)

MAT 219  
**Calculus III**  
Prerequisite: MAT 216 Calculus II. This course studies vectors, vector-valued functions, differentiation, multiple integrals, integration in vector fields. (900:252) (4, 0)

MAT 225  
**Differential Equations**  
Prerequisite: MAT 219 Calculus III. This course studies elementary theory and applications of ordinary differential equations, matrices and solutions of linear equations, eigenvalue methods for systems of linear differential equations. (900:262) (3, 0)

MAT 743  
**Technical Math**  
Applied mathematic skills are reviewed and concepts in measurement, basic algebra, graphs, geometry, and trigonometry are covered. (900:093) (3, 0)

MAT 928  
**Independent Study**  
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (900:299)

MAT 949  
**Special Topics**  
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.

### Management

**MGT 101**  
**Principles of Management**  
This course introduces the student to the concepts of marketing. Topics presented include a study of the history of marketing, the marketing process, the mix of marketing elements, and the implementation of a marketing strategy. Students are encouraged to view business situations from a
marketing perspective including a review of the economic and social aspects of business exchange transactions. (320:245) (3, 0)

MKT 928
Independent Study
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (320:299)

MKT 949
Special Topics
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.

Music-Applied

MUA 101*
Applied Voice
One half-hour private lesson each week. All aspects of classical singing are explored. Covers diction, vowel formation, breathing, posture, projection, resonance, and phrasing. Subjects study from the traditional repertoire and perform in student recitals. (780:150) (0, 2)

MUA 113
Vocal Improvisation
Exploration of techniques and musical ideas necessary for creative vocal improvisation. This course includes scales, modes, harmonic/melodic devices, use of syllables, listening, and transcriptions. (780:234) (0, 2)

MUA 115*
Vocal Jazz Workshop
This workshop will introduce and further student knowledge of vocal jazz and choral music. In addition, the ability to sing and improvise with a rhythm section will also be a significant component of the workshop. The class will also cover jazz theory, history, and rehearsal techniques.

MUA 116*
Applied Jazz Voice
One half-hour private lesson weekly. Covers vocal technique and literature. Primary emphasis is on the development of student vocal capacity and creativity. (780:164) (0, 2)

MUA 120*
Applied Piano
One half-hour lesson each week. The study of classical piano technique and literature. Students perform regularly in student recitals. Required of all music majors. (780:152) (0, 2)

MUA 126*
Applied Strings
Emphasis is placed on music fundamentals, the development of range, understanding note values, articulation, dynamic control, tone production, and the development of music reading skill. This is accomplished by a thorough study of technical material, etudes, and solo literature. (780:164) (0, 2)

MUA 136
Jazz Keyboard I
Co-requisite: MUS 180 Arranging I. Designed to develop keyboard, ear, and writing facility by playing standard chord progressions and songs in effective voicing in all keys; covers the line of fifths, using 9th, 11th, and 12th chords, suspensions, and harmonic embellishments. (780:120) (1, 2)

MUA 137
Jazz Keyboard II
Co-requisite: MUS 181 Arranging II. A continuation of MUA 136 Jazz Keyboard I. (780:121) (1, 2)

MUA 138*
Applied Jazz Piano
One half-hour lesson weekly. The study of advanced harmonic and melodic materials employed in contemporary jazz piano performance. (780:162) (0, 2)

MUA 139
Solo Jazz Performance & Literature I
Covers technique for communicative performance; includes standard repertoire, improvisation, song forms, stage presence, microphone technique, jazz inflections, and communication with the accompanist or rhythm section. Students perform regularly in class. (780:130) (0, 2)

MUA 143*
Applied Brass
Emphasis is placed on music fundamentals, the development of range, understanding note values, articulation, dynamic control, tone production, and the development of music reading skill. This is accomplished by a thorough study of technical material, etudes, and solo literature. (780:156) (0, 2)

MUA 147*
Applied Woodwinds
Emphasis is placed on music fundamentals, the development of range, understanding note values, articulation, dynamic control, tone production, and the development of music reading skill. This is accomplished by a thorough study of technical material, etudes, and solo literature. (780:154) (0, 2)

MUA 180*
Applied Percussion
Emphasis is placed on music fundamentals, the development of range, understanding note values, articulation, dynamic control, tone production, and the development of music reading skill. This is accomplished by a thorough study of technical material, etudes, and solo literature. (780:158) (0, 2)

MUA 236
Jazz Keyboard III
Co-requisite: MUS 280 Arranging III. Covers more complex chord progressions in all keys; includes tritone relationships, alternative chord voicing, and other forms of chord substitution;
covers finding the correct harmonic structure of songs inaccurately notated in simulated books through the understanding of the line of fifths; includes idiomatic keyboard devices for introductions, ii-V progressions, and codas; students accompany performers in recitals and final projects. (780:220) (1, 2)  

MUA 237  
**Jazz Keyboard IV**  
Co-requisite: MUS 281  
Arranging IV. A continuation of MUA 236 Jazz Keyboard III. (780:221) (1, 2)  

MUA 239  
**Solo Jazz Performance & Literature II**  
Continuation of MUA 139 Solo Jazz Performance and Literature I; emphasis is on the creative performance of standard song repertoire. (780:230) (0, 2)  

MUA 928  
**Independent Study**  
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (780:299)  

MUA 949  
**Special Topics**  
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.  

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**General Music**  

MUS 100  
**Music Appreciation**  
This course is designed for arts and sciences students as an elective in the humanities area. It will help the student learn how to listen to music, to make sense of what he/she hears, and increase his/her perceptive powers. The course covers the changing musical scene from the Renaissance to the present. (780:110) (3, 0)  

MUS 102  
**Music Fundamentals**  
This course offers a background in the fundamentals of music and introduction to the basic fundamentals of sight singing, and simple piano chording. The course provides the necessary prerequisites for the first year music theory course for music majors and elementary music methods for elementary teachers. (780:210) (3, 0)  

MUS 103  
**Music Fundamentals II**  
This course is a continuation of MUS 102 Music Fundamentals. The class will learn the fundamentals of figured bass analysis, harmonizing a melody in common practice style, keyboard sight-reading, four-part closed, unison, and two-part jazz arranging, jazz keyboarding, voicings, and melodic and rhythmic dictation. (780:211) (3, 0)  

MUS 120  
**Music Theory I**  
The course is an introduction, via analysis and written assignment, to tonal harmony. The class focuses on learning tools for the analysis of Bach chorales and four-part writing in the common practice style. (780:116) (3, 0)  

MUS 121  
**Music Theory II**  
A continuation of MUS 120 Music Theory I. This course is a continued study of conventional musical techniques of the Baroque and classical eras, mainly through writing. Students will learn to write such pieces as: a piano sonata, a fugue exposition, and Bach style chorales. (780:117) (3, 0)  

MUS 130  
**Aural Skills I**  
Class begins with the recognition and notation of simple intervals, rhythms, melodies and chord progressions, and advances to four-part dictation. This course includes recognition of 9th, 11th, and 13th chords and transcribing recorded musical examples, which includes reading music notation in various styles. (780:114) (2, 0)  

MUS 131  
**Aural Skills II**  
A continuation of MUS 130 Aural Skills I. (780:115) (2, 0)  

MUS 140*  
**Concert Choir**  
Co-requisite: MUA 101 Applied Voice. The study and performance of traditional choral literature. Emphasis is on developing stylistic awareness, aesthetic sensitivity, and a mature musicianship in each singer. The choir performs regionally and on extended concert tours. (780:170) (0, 2)  

MUS 145*  
**Concert Band**  
The study and performance of traditional wind band literature. Emphasis is on developing stylistic awareness, aesthetic sensitivity, and a mature musicianship in each player. The band is open to students and to members of the community and performs at least one concert each semester. (780:290) (0, 2)  

MUS 152*  
**Vocal Ensemble**  
The study and performance of traditional choral literature. Emphasis will be on developing stylistic awareness, aesthetic sensitivity, and a mature musicianship in each singer. (780:174) (0, 2)  

MUS 157*  
**Vocal Jazz Ensemble**  
Co-requisites: MUS 140 Concert Choir and MUA 101 Applied Voice. The study and performance of vocal jazz literature. Each student participates in a four to eight member group, with each ensemble functioning as a rehearsal and performing entity with its own repertoire. Ensembles perform locally and most groups perform on extended concert tours. (780:172) (0, 2)  

MUS 161*  
**Instrumental Chamber Ensemble**  
Co-requisites: MUA 126, 143, 170, 180 Applied Lessons. The study and performance of classical chamber repertoire. Existence of these ensembles are contingent upon the participation of a sufficient number of students. Open to all students by audition. (780:186) (0, 2)  

MUS 163*  
**Instrumental Jazz Ensemble**  
Co-requisites: MUA 126, 143, 170, 180 Applied Lessons. The study and performance of small group jazz in a combo setting. Focus will be on learning tunes from the standard jazz repertoire. Existence of these ensembles are contingent upon the participation of a sufficient number of students. Open to all students by audition. (780:188) (0, 2)  

MUS 170*  
**Jazz Band**  
Co-requisites: MUS 145 Concert Band and MUA 126, 143, 170, 180 Applied Lessons. The study and performance of classic and contemporary literature for large jazz ensemble. The ensemble records and performs locally, regionally, and on extended concert tours. Open to all students by audition. (780:182) (0, 2)  

MUS 180  
**Arranging I**  
Co-requisite: MUA 136 Jazz Keyboard I. This course is an introduction via analysis and written assignment to jazz arranging. The class focuses on learning the tools necessary to arrange in unison and four-part closed writing. (780:125) (1, 2)
MUS 181  
**Arranging II**
Co-requisite: MUA 137 Jazz Keyboard II. A continuation of MUS 180 Arranging I. Delves into more complex four-part writing. The class focuses on learning the tools necessary for open four-part writing and introduces two-part writing. (780:126) (1, 2)

MUS 188*
**Instrumental Workshop**
Co-requisites: MUA 126, 143, 170, 180 Applied Lessons. A one-hour weekly master class/ensemble of like instruments. Advanced performance techniques and important idiomatic literature for the instrument will be demonstrated and practiced. Existence of this class is contingent upon the participation of a sufficient number of students. (780:185) (0,1)

MUS 190
**Jazz Improvisation**
Prerequisites: MUS 102 Music Fundamentals I and MUS 103 Music Fundamentals II. An introduction to playing, mechanics, instrumental literature, and instructional methods used in creating Improvisational Music. The course is designed to prepare the student with the skills needed to both improvise and teach improvisation. (780:233) (1, 0)

MUS 193
**Jazz Improvisation II**
A continuation of MUS 190 Jazz Improvisation. Elements to be studied will include: major and minor ii/V7/I progressions, altered chords and their corresponding scales, and the seven modes and their application to jazz. Tunes will continue to progress through more complex progressions and will expand to include more challenging contemporary jazz compositions. Study of master jazz artists, solo transcription and analysis, and the study and memorization of jazz repertoire will continue. Course may be repeated once for credit. (780:235) (1, 2)

MUS 194
**Fundamentals Recital**
This course will develop a student's musical capacities by presenting a public performance. The performance will include classical piano and jazz piano along with classical voice or a classical instrumental piece. (780:147) (0, 2)

MUS 195
**Freshman Recital**
A public performance in a half-recital which is a continuation of the final project format on a more substantial basis. (780:149) (0, 2)

MUS 196
**Fundamentals Final Project**
Under faculty guidance, and drawing on the complete range of their academic efforts during the semester, students present a public performance demonstrating their semester achievements. Typically, projects include classical solos on the student's applied instrument and piano, jazz solos in the same mediums, and performance of the student's arrangements and/or composition, which are rehearsed and conducted by the student. (780:146) (0, 2)

MUS 197
**Final Project I**
Students will develop his/her musical capacities by presenting a public performance addressing most classes and performance skills in their academic schedule. (780:148) (0, 2)

MUS 198
**Psychology of Success**
This course covers self-management, work habits and process, balancing personal, social and academic roles, setting and achieving goals, time and stress management, interpersonal relationship and communication, self-concepts, and values. (780:100) (1, 0)

MUS 200
**Music History I**
This course is a survey of Western music with an emphasis on the compositional and stylistic evolution of Western music as evidenced in the works of selected pivotal composers. (780:231) (3, 0)

MUS 201
**Music History II**
Music history from 1750 is part of a two-semester survey course. This course will cover the broad issues and developments in Western musical history from the Pre-Classical period through the 20th century. Listening assignments, essays, and written examinations will supplement and support lecture and discussion topics. (780:236) (3, 0)

MUS 204
**History of Rock and Roll**
A study of Rock and Roll from the mid 1950s to the present. Designed to create critical listeners of popular culture music through analysis of song forms, rock band instrumentation, and the political, cultural, and social significance of song lyrics. (3, 0)

MUS 207
**The Artist and Society**
Through readings and discussion, this course explores the relationship of art and the artist to the larger society. Issues include: What is art? What is beauty? Is there progress in art? What can art accomplish and what are its limits? How does or should the artist relate to his or her art? (780:101) (1, 0)

MUS 220
**Music Theory III**
A continuation of MUS 121 Music Theory II. Focuses on the writing and analysis of music of the Romantic and Early Impressionistic periods. (780:218) (3, 0)

MUS 221
**Music Theory IV**
A continuation of MUS 220 Music Theory III. The course is designed to prepare the student with the skills needed to both improvise and teach improvisation. Elements to be studied will include: major and minor ii/V7/I progressions, altered chords and their corresponding scales, and the seven modes and their application to jazz. Tunes will continue to progress through more complex progressions and will expand to include more challenging contemporary jazz compositions. Study of master jazz artists, solo transcription and analysis, and the study and memorization of jazz repertoire will continue. Course may be repeated once for credit. (780:233) (1, 0)

MUS 260
**Intro to Studio Engineering and Production**
This course discusses basic electronic theory, equipment selection and use, and the engineer's and producer's role in the creative process. It also covers preparation for recording sessions, multi-track recording techniques, the use of common studio signal processing devices, mixing, editing, and mastering the final product. Class members function as engineers and producers in simulated recording projects. (780:241) (1, 2)

MUS 262
**Recording Studio Performance**
A class designed to introduce the student to recording studio performance. Students create rhythm tracks and perform as instrumentalists and vocalists in a variety of musical settings. Course emphasis is on developing the quickness, musicianship, and attitudes necessary to work effectively in a professional recording situation. (780:240) (1, 2)
layout, orchestration, reharmonization, linear and block writing, and various musical styles will be covered. (780:227) (1, 2)

MUS 281 Arranging IV
Co-requisite: MUA 237 Jazz Keyboard IV. A continuation of MUS 280 Arranging III. Student work will culminate with writing for a jazz big band. (780:228) (1, 2)

MUS 290 Fundamentals of Conducting
This course is designed to develop the skills necessary for efficient rehearsal of jazz and traditional literature, which emphasizes keyboard facility and ear development. It also covers techniques that promote maximum ensemble retention of musical material and concepts. (780:245) (1, 2)

MUS 292 Great Human Issues
The human problems of fear, insecurity, conflict, meaning, freedom, injustice, motivation, responsibility, hope, and peace are studied as they relate to the music profession. (780:200) (1, 0)

MUS 295 Sophomore Recital
The student will develop his/her musical capacities by presenting a public performance addressing most classes and performance skills in their academic schedule. (780:249) (0, 2)

MUS 296 Final Project II
Under faculty guidance and drawing on the complete range of their academic efforts during the semester, students present a public performance demonstrating their semester achievements. Typically, projects include classical solos on the student’s applied instrument and piano, jazz solos in the same mediums, and performance of the student’s arrangements and/or composition, which are rehearsed and conducted by the student. (780:248) (0, 2)

MUS 297 Professional Music Seminar
A seminar course on vocational opportunities in the music industry. Discussion of all possible areas of employment within professional music, methods of gaining employment, and industry practices and standards. Guest lecturers from within the music industry are used frequently. Intended to help students focus on personal musical goals based on individual strengths and interests. (780:201) (1, 0)

MUS 928 Independent Study
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (780:299)* Indicates courses are repeatable.

MUS 949 Special Topics
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.

Computer Networking

NET 122 Computer Hardware Basics
Students will be trained to properly install, configure, upgrade, troubleshoot, and repair microcomputer hardware. This will include having basic knowledge of desktop and portable systems, basic networking concepts, and printers. Students will also be asked to demonstrate knowledge of safety and common preventive maintenance procedures. This course will prepare students to take Comp TIA’s A+ Certification Exam. (360:160) (3, 0)

NET 132 Operating Systems Software Basics
Prerequisite: NET 122 Computer Hardware Basics. This course provides students with the knowledge and skills that are needed to identify PC network components, network structures, and network topologies. Emphasis will be placed on: function, structure, operating systems, and file management. Students will receive hands-on experience with installation, configuration, and upgrading systems and networks. This course will prepare students to take Comp TIA’s A+ certification exam. (3,0)

NET 323 Windows Network Management
This course includes self-paced and instructor-facilitated components. It provides students with the knowledge and skills to successfully plan a TCP/IP physical and logical network, plan and troubleshoot a routing strategy, plan a DHCP strategy and plan a DNS strategy. In addition, optimizing DHCP, DNS and WINS will be this courses primary focus. Moreover, this course will take a look at the planning and implementation of an IPSec network. The student will also go through different network troubleshooting scenarios as it relates to all of the services outlined in this description. (360:278) (2, 2)

NET 333 Implementing Windows Network Infrastructure
This course provides students with the knowledge and skills to implement, manage, and maintain a Microsoft Windows Server 2003 network infrastructure. The course is intended for systems administrator and systems engineer candidates who are responsible for implementing, managing, and maintaining server networking technologies. These tasks include implementing routing; implementing, managing, and maintaining Dynamic Host Configuration Protocol (DHCP), Domain Name System (DNS), and Windows Internet Name Service (WINS); securing Internet Protocol (IP) traffic with Internet Protocol security (IPSec) and certificates; implementing a network access infrastructure by configuring the connections for remote access clients; and managing and monitoring network access. (360:277) (2, 2)

NET 343 Windows Directory Services
This course provides students with the knowledge and skills necessary to successfully plan, implement, and troubleshoot a Microsoft Windows Server 2003 Active Directory service infrastructure. This course focuses on a Windows Server 2003 directory service environment, including forest and domain structure, Domain Name System (DNS), site topology and replication, organizational unit structure and delegation of administration, Group Policy, and user, group, and computer account strategies. (360:293) (2, 2)
**Physical Education Activities**

**PEA 101**  
**Aerobic Fitness I**  
This basic activity course is designed to condition the circulatory and respiratory systems and tone the major muscle groups. Exercise is coordinated with music. (660:117) (0, 1)

**PEA 103**  
**Aquarim I**  
Aquarim works the total body in the shallow and deep water of the pool. This minimal impact water aerobics class uses water resistance to help work the cardiovascular system and strengthen muscles, while improving flexibility. (660:124) (0, 1)

**PEA 112**  
**Basketball**  
Emphasis will be placed on developing skills of basketball with a high degree of carry-over value. Rules and strategies of the game will be emphasized throughout the course. (0, 2)

**PEA 121**  
**Circuit Wellness**  
This course is designed for individuals interested in improving total fitness via aerobic-based conditioning program. The course will include individual fitness evaluation. Weight training equipment, treadmills, and various aerobic equipment will be used to elicit improvements in physical fitness. (660:105) (0, 2)

**PEA 149**  
**Pilates I**  
The Pilates Matwork program is an exercise technique designed by Joseph Pilates during WWI. It is a series of exercises executed completely on the floor enriching the spirit, mind, and body. Pilates lengthens and sculpts muscles while increasing stamina and calming tension. This low-intensity, low-impact, calorie-burning workout focuses on developing a strong central core and refreshing the body’s resilience. (660:109) (0, 1)

**PEA 164**  
**Swimming I**  
Swimming I is an activities course that provides instruction and participation in the fundamentals of the basic strokes and personal water safety skills. (660:123) (0, 2)

**PEA 176**  
**Volleyball I**  
Activity course with emphasis on developing skills of volleyball with a high degree of carryover value. Rules and strategies of the game emphasized throughout participation in the course. (660:111) (0, 2)

**PEA 187**  
**Weight Training I**  
Activity course with emphasis on developing the student’s total physical conditioning by improving strength, flexibility, muscle, and cardiovascular respiratory endurance. The student will develop a basic understanding of weight training and its effects on the human body. (660:115) (0, 2)

**PEA 189**  
**Yoga/Stretching I**  
Yoga/Stretching I is a valuable tool that can be used throughout a lifetime to maintain strength, flexibility, balance, stress management, and wellness. Students will participate in yoga derived from hatha yoga, which is the practice of postures that stretch, strengthen, and relax specific muscle groups. Emphasis will be placed on the proper breathing techniques and concentration necessary to hold the postures properly and on individual variations of certain postures to assure safety. (660:103) (0, 1)

**PEA 192**  
**Walking I**  
A basic activities course with emphasis on activities with a high degree of carryover value. Basic fundamentals of walking and stretching are stressed. (660:108) (0, 2)

**PEA 295**  
**Scuba Diving**  
An Introduction to PADI Scuba Diving, is a course intended for the non-diver. The objective of the course is to make you a comfortable and qualified diver, capable of conducting recreational dives to intermediate depths of waters. Upon completion of this diving course you should be able to correctly evaluate the diving environment, your diving equipment, your diving skills, and your personal diving preparedness in order to develop a dive plan and dive accordingly. To accomplish this goal we will spend two hours each week covering diving theory in lectures. After a short break we will then meet for approximately two hours of lab time in the pool to practice the essential skills of diving. At the end of the course students will have an open water certification weekend, location to be determined. (1, 2)

**PEA 928**  
**Independent Study**  
Student/instructor designed course intended for concentrated or advanced study.
Approval by the Offices of Instruction and Student Services is required. (660:299)

PEA 949
Special Topics
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.

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Coaching/Officiating

PEC 101
Introduction to Coaching
This course is designed to prepare the student to meet the challenges of modern-day coaching. The intention is to expose the student to a variety of coaching philosophies. This course will provide the student with coaching techniques to meet the needs of today’s athlete. (660:290) (3, 0)

PEC 108
Sports and Society
Explores pervasive appeal of sports in American society. Interrelationships among sport, behavior, culture and social institutions of business, religion, politics, education and family will be examined. (660:286) (3, 0)

PEC 128
Care and Prevention of Athletic Injuries
This course is designed to introduce the prospective coach and physical educator to the role of the trainer in injury prevention, treatment, and rehabilitation. Identification of injuries common to major sports is also studied. The student is given the opportunity to develop skills in taping techniques and the use of heat and cryogenic therapy. (660:271) (3, 0)

PEC 928
Independent Study
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (660:299)

PEC 949
Special Topics
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.

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General Physical Education and Health

PEH 101
Health
This course deals primarily with health rather than disease. It is specifically keyed to the genuine needs and interests of students. It emphasizes a broad modern outlook toward health education. (660:240) (2, 0)

PEH 110
Personal Wellness
Personal Wellness is designed to introduce students to all aspects of a healthy lifestyle. Key wellness topics will be presented with focus areas on appropriate exercise, heart health, body composition, nutrition, emotional health, and risk factors to a healthy lifestyle. (2, 0)

PEH 111
Personal Wellness
Personal Wellness is designed to introduce students to all aspects of a healthy lifestyle. Key wellness topics will be presented with focus areas on appropriate exercise, heart health, body composition, nutrition, emotional health, and risk factors to a healthy lifestyle. (2, 0)

PEH 141
First Aid
A study in theory and practice to develop an understanding of the principles and procedures of emergency care in the case of accidents, sudden illness, or disaster; and to develop basic skills of handling these cases until the services of a physician are available. (660:250) (2, 0)

PEH 162
Introduction to Physical Education
This course will provide the student an opportunity to gain a basic understanding of the various fields of physical education. It will allow the student to understand career opportunities in the fields of physical education, health, recreation, and sports, while gaining knowledge of the history, trends, and objectives of physical education in relation to general education. (660:280) (3, 0)

PEH 255
Principles of Sports Management
Introductory course that presents business principles and procedures as applied to physical education, intramural and recreational sports programs, and school and professional sports programs. (660:285) (3, 0)

PEH 928
Independent Study
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (660:299)

PEH 949
Special Topics
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.

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Intercollegiate Physical Education

PEV 115*
Varsity Baseball
(0, 2)

PEV 121*
Varsity Basketball, Men
(0, 2)

PEV 122*
Varsity Basketball, Women
(0, 2)

PEV 130*
Varsity Cross Country
(0, 2)

PEV 140*
Varsity Golf
(0, 2)

PEV 160*
Varsity Softball
(0, 2)

PEV 170*
Varsity Volleyball
(0, 2)

Credits for PEV varsity sports are earned by participation as a regular member of varsity squads and fulfilling all practice requirements of squad members. Actual game or

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**Philosophy**

PHI 101

**Introduction to Philosophy**

Philosophy is the basis of all fields of study. This course follows the development of Western philosophy from aboriginal shamans prior to the Greek philosophers to minorities and women philosophers of the 21st century. (790:200) (3, 0)

PHI 105

**Introduction to Ethics**

This course has two major divisions. Approximately one-third of this course will be theory. Students will study various concepts of ethical reasoning. Two-thirds of the course will consider specific issues for today's society and the 21st century. Topics will include, but are not limited to: euthanasia, economic justice, animal rights, medical issues, agricultural issues, and environmental concerns. (790:210) (3, 0)

PHI 928

**Independent Study**

Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (830:299)

PHI 949

**Special Topics**

Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.

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**Physical Science**

PHS 113

**Introduction to Physical Science** *(w/lab)*

This is a one semester survey of the basic concepts of astronomy and physics. The course examines topics such as motion, heat, sound, and energy. Students will also investigate more abstract topics like atomic structure and the formation of the earth. This course is recommended for students who have not had high school physics. (3, 2)

PHS 125

**Physical Science** *(w/lab)*

Prerequisite: MAT 101 Intermediate Algebra or instructor approval. This is an introductory general education course in the physical sciences for students with very little background in science. The topics covered are selected from the fields of chemistry and physics and their relationships to other sciences, technology, and society. Using and manipulating equations is incorporated into the concepts. Three lecture hours, two lab hours. (830:112) (3, 2)

PHS 928

**Independent Study**

Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (830:299)

PHS 949

**Special Topics**

Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.

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**Physics**

PHY 162

**College Physics I** *(w/lab)*

Prerequisite: MAT 101 Intermediate Algebra. This course covers basic topics in algebra-based physics including Newtonian mechanics, heat, energy, and the relationships between these fields of study. Three lecture hours, two lab hours (830:150) (3, 2)

PHY 172

**College Physics II** *(w/lab)*

Prerequisite: PHY 162 College Physics I. This course is a continuation of PHY 162 College Physics I. Topics include electricity, magnetism, light and imaging systems, and modern physics. Three lecture hours, two lab hours (830:151) (3, 2)

PHY 212

**Classical Physics I** *(w/lab)*

Prerequisite or concurrently: MAT 210 Calculus I. The broad areas of study include kinematics, dynamics, forces in balance, momentum, work and energy, circular and rotational motion, gravitation and orbits, solids and elasticity, wave phenom-
PNN 231  
**Pharmacology**  
Pharmacology enables the student to learn basic principles of drug therapy, including related terminology and legislation, drug properties, and the nurse’s role and responsibility for the patients receiving drug therapy. This course will be integrated into all areas of nursing. It will provide the student a knowledge base of pharmacology upon which to build his/her related course of study.  
(200:136) (3, 0)

PNN 434  
**Maternal-Child Health**  
A study of the normal maternity cycle as it occurs within the family structure. This course includes anatomy and physiology of reproduction, prenatal, perinatal, postnatal care, and care of children from the newborn to adolescent. The clinical phase will be included with medical-surgical exposure, and maternal child patients will be assigned as they are admitted to the hospital unit.  
(200:150) (3, 4)

PNN 531  
**Medical-Surgical Nursing I**  
The student will study medical surgical nursing building on the information gained in PNN 172 and 173 Fundamentals of Nursing I and II. The student will learn to apply the nursing process and carry out nursing interventions in the role of the licensed practical nurse. Hospitals provide the student with experience in pediatric, adult, and geriatric patient care. The nursing home furnishes the student with a more in depth gerontological or geriatric learning situation. A study of diet therapy and pharmacological concerns, as they affect specific body systems are interwoven with the basic study of the human system.  
(200:160) (3, 16)

PNN 532  
**Medical-Surgical Nursing II**  
A continuation of PNN 531 Medical-Surgical Nursing I. This course also includes preparation for entering employment. It is designed to bridge the gap between the classroom/theory and the working world.  
(200:165) (2, 4)

**Psychology**

PSY 111  
**Introduction to Psychology**  
An introductory course to the scientific study of human behavior and mental processes. This course includes such topics as the background of modern psychology, personality development, brain and behavior, heredity and environment, learning and motivation, emotional processes, intelligence, human interaction, and psychological disorders.  
(600:100) (3, 0)

PSY 121  
**Developmental Psychology**  
Prerequisite: PSY 111 Introduction to Psychology or instructor approval. This course affords the student an overview of the psychology of human growth and development from conception through death. Emphasis is placed upon the continuous interaction and interrelationship of these processes with environmental forces and conditions that influence individual patterns of behavior. Major developmental theories are presented: cognitive, personality, social, and behavioral.  
(600:220) (3, 0)

PSY 171  
**Health Psychology**  
This course provides an introduction to the contributions of psychology to the understanding of causes of physical illness, prevention and treatment of physical illness, doctor-patient relationships, and health care policy. Inquiry will include the clinical, social, personality, cognitive, developmental, and physiological psychology; public health; and the medical, sociological, and health outcomes of health policy research. The course intends to help the student become aware of the wide-range of psychological considerations that arise in health, the benefits of complementing traditional medical approaches with psychological perspectives and an understanding of stress management in the prevention of illness and disease. Although the course is primarily directed to students of psychology, it has relevance for students and professionals in several areas, including health care, social work, counseling, and education.  
(600:120) (3, 0)

PSY 241  
**Abnormal Psychology**  
Prerequisite: PSY 111 Introduction to Psychology or instructor approval. A descriptive survey of major classifications of mental illness emphasizing principles of diagnosis, theories of etiology, and therapeutic approaches.  
(600:230) (3, 0)

PSY 251  
**Social Psychology**  
Prerequisite: PSY 111 Introduction to Psychology or instructor approval. A survey of theories regarding individual, interpersonal, and group behavior in social contexts includes the study of attitudes, social perception, social influence, attraction, conformity, power leadership, status, and norms.  
(600:240) (3, 0)

PSY 281  
**Educational Psychology**  
Prerequisite: PSY 111 Introduction to Psychology or instructor approval. Psychological theories, techniques, and principles are explored and analyzed for their effects on education. Applications of these psychological tools are explained and illustrated as they have been applied in education. This course requires service learning and observation.  
(600:255) (3, 0)

PSY 928  
**Independent Study**  
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required.  
(600:299)
PSY 949
Special Topics
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.

Reading

RDG 005
Reading and Study Skills
This course is designed to help the student achieve a higher degree of reading proficiency and develop fundamental study skills. Attention is given to the unique needs of individual students. (090:110) (0, 2)

RDG 006
Reading and Study Skills II
Prerequisites: RDG 005 Reading and Study Skills. This is a continuation of RDG 005. (090:111) (0, 2)

RDG 007
Reading and Study Skills III
Prerequisites: RDG 006 Reading and Study Skills II. This is a continuation of RDG 006. (090:112) (0, 2)

RDG 008
Reading and Study Skills IV
Prerequisites: RDG 007 Reading and Study Skills III. This is a continuation of RDG 007. (090:113) (0, 2)

Religion

REL 101
Survey of World Religions
This course traces the development of religion from aboriginal beliefs to New Age. Both Western and Eastern religions will be studied. (790:215) (3, 0)

REL 928
Independent Study
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (790:299)

REL 949
Special Topics
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.

Student Development

SDV 108
The College Experience
This course is designed to help students develop academic success skills by connecting students to college resources and facilitating participation in college culture. Activities include study and classroom performance strategies, personal exploration and development, academic and career planning, and exploring the college experience. (1, 0)

SDV 110
Success Seminar
This course will introduce information and materials which can be used to make better informed decisions when dealing with career, life, and college success. It will inform students of support services to assist with achieving academic goals. Required for all first-time students carrying 12 or more credits. (090:150) (5, 0)

SDV 114
Strategies for Academic Success
This course is designed to help students learn and practice skills that will enable them to be successful in their academic courses. Topics covered include time management, concentration and memory, learning styles, critical reading and thinking, mastery of college textbooks, note taking, writing, and test-taking. (640:100) (3, 0)

SDV 153
Pre-Employment Strategies
Co-requisite: Career and technical education students should also enroll in COM 101 Sharpening Your Business Writing Skills. Recommended: Students should take this course in their final semester. This course is designed to aid the student in developing the materials and skills necessary to obtain employment and to emphasize the development of characteristics associated with job success. (320:106) (2, 0)

SDV 928
Independent Study
Student/instructor designed course intended for concentrated or advanced study.

SDV 949
Special Topics
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.

Sociology

SOC 110
Introduction to Sociology
This course may be defined as the scientific study of human society and the social interactions which emerge among people. It seeks to develop a body of interrelated scientific propositions or generalizations that explain social behavior in holistic terms. The basic goal is to understand how human beings fit their activities together into a system social arrangements. As such, sociology focuses on the groups, organizations, institutions, and communities, which make up the larger society. Introduction to Sociology seeks to place society in the international setting of today’s changing world. More importantly, it helps us to understand the relationships among these various social units, and the implications of these relationships for order and change. (620:110) (3, 0)

SOC 115
Social Problems
Prerequisite: SOC 110 Introduction to Sociology or instructor approval. This course is intended to provide a conceptual framework within which to examine social problems. It provides a sociological perspective concerning some of the key contemporary social problems at the local, national, and global levels. Students will critically analyze issues that affect individuals, relationships, communities, and the environment. Topics will include, but are not limited to, crime, social deviance, family and generational problems, population, urban and rural problems, poverty, and discrimination. (620:200) (3, 0)

SOC 120
Marriage and Family
Prerequisite: SOC 110 Introduction to Sociology or instructor approval. This course analyzes the sociological, physical, psychological, legal, and economic aspects of the American family. Included are investigations...
of courtship and marriage relationships, preparations for marriage relationships, preparation for marriage, family, parenthood, interpersonal relationships, and marital adjustment. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change. (3, 0)

**SOC 928**
**Independent Study**
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (620:299)

**SOC 949**
**Special Topics**
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.

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**Speech**

**SPC 101**
**Fundamentals of Oral Communication**
Students will develop speaking and listening skills by studying and applying communication theories and principles. Public speaking, small group communication, and interpersonal communication will be emphasized. (440:210) (3, 0)

**SPC 122**
**Interpersonal Communication**
This course examines one to one communication in relationships including friends, family, intimates, and workplace associates. Theories and concepts related to interpersonal communication will be discussed. Students will also work to improve their own interpersonal communication skills. This course is particularly helpful to students entering the business, medical, psychology and education fields. (3, 0)

**SPC 928**
**Independent Study**
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (440:299)

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**SPC 949**
**Special Topics**
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.

### Structural Steel

**STR 123**
**Plan Reading**
Numerous questions over the plans of several construction projects will be answered. During this time the student will learn construction terminology, how to read sections, details, and answer various questions about the structure. (220:123) (2, 4)

**STR 131**
**Concrete Technology**
The student will learn fundamentals of site work, foundations, forms, heavy construction, precast, and mixes. Emphasis will be on terminology. (220:131) (1, 0)

**STR 141**
**Structural Steel Technology**
Students will learn to design beams, when given the distance between supports and the location of loads on them. Stress and strain on structural steel members will be calculated. Weld symbols and strength will also be studied. (220:141) (2, 0)

**STR 146**
**Structural Steel Engineering**
Prerequisite: STR 141 Structural Steel Technology. Welded and bolted connections will be designed and shear will be checked. The student will learn to use the many tables in AISC’s Manual of Steel Construction. (220:146) (2, 0)

**STR 151**
**Trigonometry/Segmental Functions**
Students will use trigonometry functions to solve challenging triangle problems and then combine the use of segmental functions to solve circle and triangle figures accurately. (220:151) (2, 0)

**STR 156**
**Applied Geometry**
In this area of study the students will be required to use their plan reading skills and mathematics knowledge to solve very complex problems. (220:156) (2, 0)

**STR 201**
**Connection Design**
Prerequisite: STR 146 Structural Steel Engineering. The student will perfect skills that were introduced in the first year, then proceed into bracing, trusses, and eccentricity. Total emphasis of the course will be on connections. (220:201) (4, 0)

**STR 225**
**Steel Detailing with DetailCAD**
Prerequisite: STR 161 Steel Detailing I. The student will detail embedded items, handrails, stairs, and light structural framing including steel joists and deck. The student will use DetailCAD detailing software to produce all the drawings required in this course. (220:225) (2, 4)

**STR 226**
**Steel Detailing with SDS/2**
Prerequisite: STR 201 Connection Design. Design Data’s SDS/2 software will be used to detail and plot projects. Students will set up job and fabricator standards, parametric, and extensive time will be spent on modeling. (220:226) (2, 2)
Employees

Administration and Staff
- Administration Center
- Allied Health & Science Center
- Instructional Center
- Maintenance Building
- Off-Campus Centers
- Performing Arts Center
- Residence Halls
- Student Center
- Technical Center I

Full-Time Faculty
Administration and Staff
(Listed by office location)

Administration Center
Administration
Dr. Barbara J. Crittenden, President
  B.S.N. Graceland College
  M.S. Iowa State University
  Ph.D. Iowa State University
Mary Jo Skarda, Administrative Assistant/Board Secretary
Tom Lesan, Vice President of Economic Development
  B.A. University of Iowa

Instruction
Bill Taylor, Vice President of Instruction
  B.S. Northwest Missouri State University
  M.Ed. University of Missouri
Jane Bradley, Associate Vice President of Instruction
  B.S. Oklahoma State University
  M.S. University of Oklahoma
Jan Pettit, Administrative Assistant/Instruction

Business Office
Teresa Krejci, Chief Financial Officer
  B.B.A. Iowa State University
Denise Kelley, Budget Accountant
Becky Young, Accountant
Jana Scott, Student Accounts/Accounts Receivable
  Erin Kiley, Accounting Clerk
Alyssa Riley, Business Office Cashier
Betty Spangler, Accounts Payable
  Judy Miller, Switchboard Operator
  Denise Fisk, Switchboard Operator

Human Resources
Jolene Griffith, Director of Human Resources
    Deb Andrews, Payroll & Benefits

Student Services
Matt Thompson, Dean of Student Services
  B.S. Iowa State University
  M.A. East Tennessee State University
Sandy Webb, Registrar, Administrative Secretary
Deb Pantini, Counselor/Coordinator of Advising & Special Needs
  Georgia Paulsen, Secretary
  Christy Johnson, Office Assistant

Admissions
Lisa Carstens, Admissions Coordinator
Rita Schroeder, Admissions/Head Women's Volleyball Coach
Brian Smith, Admissions/Head Baseball Coach
Meghan Cavanaugh, Admissions Representative
Lori Utsinger, Secretary

Financial Aid
Tracy Davis, Director of Financial Aid
  Kysa Gordon, Assistant Director of Financial Aid
  Tracy Kelley-Martinez, Financial Aid Specialist

Marketing and Institutional Advancement
Stacy Gibbs, Director of Institutional Advancement
    Terri Higgin, Director of Marketing and Enrollment Management
    Joel Wires, Marketing Coordinator/Designer
    Debra Taylor, Administrative Secretary
    Alyssa Riley, Secretary

Allied Health & Science Center
Faculty Assistant
Julie Wallace, Nursing Secretary

Instructional Center
Assessment Center
Marilyn Werner, Assessment Center Coordinator
    Ellen Pool, Assessment/Faculty Secretary

Distance Education
Doug Greene, Director of Distance Education
    Sharon Dunfee, Office Assistant-Instruction/Distance Education
    Tara Tussey, Secretary

Tech Prep
Mindy Dresback, Tech Prep Coordinator

Copy Center
Carla Damewood, Copy Center Coordinator

Faculty Assistants
Byron Bilderback, Automotive Maintenance and Repair Lab Assistant
    Sue Claiser, Automotive Parts Clerk
    Diane Hudson, Science Lab Assistant

Learning Resource Center
Ann Coulter, Director of Learning Resource Center/Webmaster
    Helen Waigand, Media Assistant
    Melba Akers, Media Aide
    Gwen Day, Media Aide
    Darrell Ellis, Assistant Webmaster/PC Technician

Student Support Services
Laurie Besco, Project Director
    Jose Herrera, Program Advisor
    Jennifer Brown, Tutor Coordinator
    Kyle Fisher, Transfer Specialist/Assistant Men's Basketball Coach
    Coleen Hogue, Secretary

Career Services
Pat Butcher, Career Services Coordinator

Maintenance Building
Building and Grounds
Tom King, Director of Plant Services
    Eric Hill, Housekeeping Supervisor
    Dale Barnett, Electrician
    Jeanine Adkins
    Audrey Clark
    Terry Evans
    Doris Gillespie
    Leland Johnson
Angela Lister
Rick McIntosh
Don Mongar
Keith Olsen
Rob Ratcliff
Chris Schmitz
Brenda Sickels
Jason Swierczek
Rosemary Vanderpluym
Ron White

**Bus Drivers**
Jerry Hartman
Steve White

**Computer Services**
Scott Helm, Director of Information Technology
John Doyle, PC Technician
Karen Tucker, Systems Administrator
Martin Reeves, Analyst Programmer
Darrell Ellis, PC Technician/Assistant Webmaster

**Off-Campus Centers**

**Osceola Center**
Mindy Oswald, Center Director
Lucy Black, Secretary
Barb Chadwick, Secretary

**Red Oak Center**
Sarah Smith, Center Director
Barb Burkhis, Secretary
Candy McCuen, Secretary

**Performing Arts Center**

**Adult Education**
Cheryl Blazek, EMS/Health Related Services
Jean Gibbons, Health Occupation Education Coordinator
Darla Helm, Adult Literacy Program Coordinator
Kim Oaks, Business Coordinator
Betty Wallace, CTC Coordinator
Cheralyn White, Secretary
Peggy Worthington, Secretary

**TriUMPH Early Childhood Program**
Terry Wangberg, Early Childhood Program Director
Retta Baker, Parents as Teachers (PAT) Educator
Deb Brandt, Parents as Teachers (PAT) Educator
Stacey Feehan, Librarian
Hope Hall, Center Specialist
Peggy Hardy, Preschool Specialist
Kristie Nixon, Infant Toddler Specialist
Gail Wilker, Preschool Specialist

**Small Business Development Center**
Dave McLaren, Regional Director

**Residence Halls**
Lindsay Stumpff, Director of Residential Life/Head Softball Coach

**Student Center**

**Bookstore**
Ann Schlapia, Manager
Terri Tussey, Bookstore/Central Supply Clerk

**Student Activities/Athletics**
Tracey Evans, Student Activities Coordinator/Assistant Softball Coach
Brian Smith, Admissions/Head Baseball Coach
TBD, Assistant Baseball Coach/Athletic Fields Maintenance
Mike Holmes, Physical Education Instructor/Head Men’s Basketball Coach
Kyle Fisher, Transfer Specialist/Assistant Men’s Basketball Coach
Buck Scheel, Men’s Residence Hall Coordinator/Head Women’s Basketball Coach
Katie Reihmann, Assistant Women’s Basketball Coach
Bill Huntington, Head Cross Country/Track Coach
Cari Stalker, Assistant Cross Country/Track Coach
Lindsay Stumpff, Director of Residential Life/Head Softball Coach
Tiffany Troutwine, Women’s Residence Hall Coordinator/Assistant Softball Coach
Rita Schroeder, Admissions/Head Women’s Volleyball Coach
Sarah Halligan, Assistant Women’s Volleyball Coach
Anna Waymaster, Assistant Women’s Volleyball Coach

**Technical Center I**

**Economic Development**
Darwin Wetzel, Welding/Industrial Coordinator

**Educational Talent Search**
Erica Frey, Director of Educational Talent Search
Kelly Allee, Outreach Advisor
Karen Shay, Outreach Advisor
Melissa Olmstead, Secretary

**Full-Time Faculty**

(Listed alphabetically by last name)

**Allen Binning, Structural Drafting Instructor**
*Technical Center II, Office 102*
Southwestern Community College, 1974
A.S. Southwestern Community College, 1991
Additional Work - Drake University, University of Northern Iowa
25 Years Industrial Experience

**Holly Booth, CPA, Business Instructor**
*Instructional Center, Office 801*
A.S. Southwestern Community College, 1985
B.A. Buena Vista University, 1990
M.B.A. Drake University, 1999
Tom Borland, Office Systems Technology Instructor  
*Instructional Center, Office 201C*  
- A.A. & A.S. Southwestern Community College, 2002  
- B.A. Graceland University, 2004  
- M.S.Ed. Northwest Missouri State University, 2006

Joshua Borgmann, English Instructor  
*Instructional Center, Office 808*  
- B.A. Drake University, 1997  
- M.A. Iowa State University, 1999  
- M.F.A. University of South Carolina, 2005

Barb Brown, Office Systems Technology Instructor  
*Instructional Center, Office 201B*  
- B.S. Northwest Missouri State University, 1999  
- M.B.A. Bellevue University, 2002  
- Additional Work - Northwest Missouri State University  
  Argosy University

J. Kate Burrell, Psychology Instructor  
*Instructional Center, Office 814*  
- A.A. Southwestern Community College, 1996  
- B.S. Fort Hays State University, 1998  
- M.S. Fort Hays State University, 2000  
- Additional Work - Iowa State University

Linda Dainty, Art (Online) Instructor  
*Instructional Center, Office 818*  
- B.F.A. Iowa State University, 1992  
- M.F.A. The Savannah College of Art and Design, 1995  
- M.A. Iowa State University, 1999

Delores Doench, Psychology Instructor  
*Instructional Center, Office 816*  
- B.A. Heidelberg College, 1971  
- Master of Divinity, University of Dubuque, 1973

Dick Downing, Carpentry Instructor  
*Technical Center I, Office 123*  
- A.A. Southwestern Community College, 1980  
- B.S.E. Truman State University, 1982  
- Certified Carpentry Instructor  
- NCCER (National Center for Construction Education and Research)

Tom Dunphy, Mathematics Instructor  
*Instructional Center, Office 813*  
- B.A. Benedictine College, 1969  
- M.S. Central Missouri State University, 1976  
- Additional Work - University of Iowa, 1998, 1999

Jeremy Fox, Music Instructor  
*Instructional Center, Office 521*  
- A.A. Southwestern Community College, 1996  
- B.M. Western Michigan University, 1999  
- M.M. University of Miami, 2001

Kyle Harvey, Tech Prep Carpentry Instructor  
*Technical Center I*  
- 20+ years experience in residential and commercial construction  
- Certified Carpentry Instructor  
- NCCER (National Center for Construction Education and Research)

Michael Holmes, Physical Education Instructor  
*Student Center, Office 103*  
- B.A. Simpson College, 1989  
- M.Ed. Iowa State University, 2000  
- Additional Work – University of Northern Iowa, Drake University, Viterbo College

Randy Hughes, History Instructor  
*Instructional Center, Office 817*  
- B.A. University of Northern Iowa, 1970  
- M.A. Northwest Missouri State University, 1979

Nancy James, Nursing Instructor  
*Allied Health & Science Center, Office 910*  
- Nursing Diploma, Iowa Methodist School of Nursing, 1965  
- B.A. Drake University, 1968  
- M.S.N. Catholic University of America, 1973

Marsha Jones, Biology/Nutrition (Online) Instructor  
*Instructional Center, Office 529*  
- B.S. Iowa State University, 1972  
- M.A. Northwest Missouri State University, 1987  
- Additional Work - University of Iowa, Iowa State University, Drake University, University of Northern Iowa

Dr. Lori Lester, Biology, Anatomy and Physiology Instructor  
*Instructional Center, Office 334*  
- B.B.A. University of Iowa, 1984  
- D.C. Palmer College of Chiropractic, 1996

Regina Long, Web Design Instructor  
*Instructional Center, Office 201A*  
- B.S. Northwest Missouri State University, 1991  
- M.A. Viterbo College, 1998

Jeff Magneson, Collision Repair/Refinish Instructor  
*Instructional Center, Office 408*  
- ASE Certified Master Collision Repair/ Refinish Technician,  
  25 Year Member  
- ASE Certified in Damage Analysis and Estimating  
- Diploma, Auto Body Repair, Southwestern Community  
  College, 1980  
- I-CAR Platinum Individual Combination Lead Instructor  
- 30 Years Experience in Collision Repair
Justin Mann, Mathematics Instructor
Instructional Center, Office 812
A.A. Eastern New Mexico University, 1995
B.B.A. Eastern New Mexico University, 1999
M.S. University of Nebraska-Omaha, 2001

Carole Maske, Business (Online) Instructor
Instructional Center, Office 818
B.S.E. Truman State University, 1983
M.A.E. University of Northern Iowa, 1991

Amanda Mohr, Nursing Instructor
Allied Health & Science Center, Office 908
B.S. College of Saint Mary, 2000
A.D.N. Iowa Central Community College, 2002
B.S.N. University of iowa, 2004
MSN, Clarkson College, 2008

Charles Mundy, Tech Prep Carpentry Instructor, Osceola
Osceola Technical Room
25+ years of experience in commercial and residential construction
Additional Work – Drake University
Certified Carpentry Instructor
NCCER (National Center for Construction Education and Research)

Dave Neas, English Instructor
Instructional Center, Office 707
B.A. Drake University, 1970
J.D. Drake University, 1974
M.A. Northwest Missouri State University, 1993
Additional Work - Iowa State University

Jody Nedley-Newcomb, Sociology Instructor
Instructional Center, Office 815
A.A. Southeast Community College, Beatrice, NE, 1994
B.S. Peru State College, 1994
M.S. University of Nebraska- Lincoln, 1997

Joe Pastorino, Business Instructor
Instructional Center, Office 802
B.A. University of Iowa, 1994
M.B.A. University of Northern Iowa, 1997

Don Pech, Tech Prep Carpentry Instructor, Red Oak
Red Oak Technical Center, Office 107
B.S. University of Texas - El Paso, 1987
Additional Work - University of Northern Colorado, University of Colorado-Denver, Colorado State University, Adams State College

Justin Robertson, English Instructor
Instructional Center, Office 804
B.A. University of Missouri-Columbia, 2005
M.F.A. University of Wyoming, 2007

Steven Schmalzried, Automotive Repair Technology Instructor
Instructional Center, Office 416
Air Conditioning Compliance Certification, 1992
ASE Certified Master Technician, 1995
AC Delco Trained Service Technician, 2000
C-1 Service Consultant, 2003
L-1 Advanced Engine Performance, 2008

Kathryn Scott, Nursing Instructor
Allied Health & Science Center, Office 912
A.A.S. R.N. Southwestern Community College, 1988
B.S.N. Grand View College, 2005
Additional Work – Graceland University, Clarkson College

Deron Shawley, Agricultural Instructor
Ag Center, Office 101
A.S. Hawkeye Community College, 2000
B.S. Iowa State University, 2002

Brandi Shay, Business Instructor
Instructional Center, Office 806
A.A. Southwestern Community College, 1995
B.S. Iowa State University, 1997
M.B.A. Iowa State University, 2000

Wade Sick, Physics/Mathematics Instructor
Instructional Center, Office 312
B.A. University of Northern Iowa, 1983
M.A. University of Northern Iowa, 1991
Additional Work - University of Iowa, University of Nebraska

Mindy Skarda, Biology Instructor
Instructional Center, Office 302
B.S. Arkansas State University, 1991
M.S. Northwest Missouri State University, 1995

Jason Smith, Vocal Music Instructor
Instructional Center, Office 526
B.A. Gonzaga University, Spokane, WA, 1981

Jeff Sorensen, Automotive Repair Technology Instructor
Instructional Center, Office 412
Universel Technical Institute, Automotive Mechanics, 1983-1984
General Motors Corporation, 1984-1986
ASE Certified Master Technician
ASE Certified Service Management
ASE Certified Cylinder Head Specialist & Cylinder Block
25 years experience in Automotive Repair

Ed Trullinger, Chemistry Instructor
Instructional Center, Office 322
B.S. Northwest Missouri State University, 1970
M.A. University of Northern Iowa, 1982
Additional Work - Viterbo University, Luther College
Maureen Weaver, Nursing Instructor
Allied Health & Science Center, Office 909
L.P.N. Diploma, Southwestern Community College, 1982
A.D.N. Southwestern Community College, 1990
B.S.N. Graceland University, 2002
M.Ed. Iowa State University, 2004

Kimberly Weehler Nursing Instructor
Allied Health & Science Center, Office 902
B.S. Iowa State University, 1999
B.S.N. Saint Louis University, 2001
Additional Work - Saint Louis University, Clarkson College

Dr. Susan White Nursing Instructor
Allied Health & Science Center, Office 906
B.S.N. Graceland College, 1978
M.S.E. Drake University, 1988
M.S.N. Drake University, 1999
Ph. D. in Education, Drake, 2003

Loyal Winborn Business Systems Networking Instructor
Technical Center II, Office 111
Creighton Institute of Technology, 2000
Comptia A+, Comptia Sec+, MCP NT 4.0 Track, MCP
2003 Track, Panasonic KXTD 500 and ACE Certified

TBD, Nursing Instructor
Allied Health & Science Center, Office 907
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