Spring 2008 Semester
January 2 2008-2009 FAFSA Filing Reminder
January 7-11 Final Registration Days
January 14 Spring Semester Classes Begin
January 14 Tuition and Fees Due in Full
January 16 Online Classes Begin
January 18 Last Day to Register/Add Classes
February 9 Application Deadline for Spring and Summer Graduates
March 7 Mid-Term
March 17-21 Spring Break
March 31 Southwestern Scholarship Applications Due
May 5-9 Final Exams
May 9 Last Day Spring Semester/Spring Commencement

Summer 2008 Session
May 12 Career and Technical Education Classes Begin
May 12 – June 27 Career and Technical Education
May 19 – 30 1st Summer Session (Fast Track)
May 26 Memorial Day - College Closed
June 2 - 27 2nd Summer Session, Arts & Sciences Classes
June 27 Last Day Summer Semester/Summer Commencement
July 1 - 29 3rd Summer Session, Arts & Sciences Classes
July 4 Independence Day - College Closed
August 4 – 15 4th Summer Session (Fast Track)
## Academic Calendar 2008 - 2009

**Fall 2008 Semester**
- **August 20 -22**: Returning Student Registration
- **August 25-26**: New Student Registration
- **August 27**: Fall Semester Classes Begin
- **August 27**: Tuition and Fees Due in Full
- **September 1**: Labor Day - College Closed
- **September 3**: Last Day to Register/Add Classes
- **September 30**: Application Deadline for December Graduates
- **October 22**: Mid-Term
- **November 17**: Spring Semester Registration Begins
- **November 27-28**: Thanksgiving - College Closed
- **December 15-19**: Final Exams
- **December 19**: Last Day of Fall Semester

**Winter Interim**
- Dec. 22, 23 and 29-31 and January 5-7: Fast Track Classes
  (Go to Southwestern’s Web site for schedule of Fast Track Classes)

**Spring 2009 Semester**
- **January 1**: 2009-2010 FAFSA Filing Reminder
- **January 5-9**: Final Registration Days
- **January 12**: Spring Semester Classes Begin
- **January 12**: Tuition and Fees Due in Full
- **TBA**: Online Classes Begin
- **January 16**: Last Day to Register/Add Classes
- **February 9**: Application Deadline for Spring and Summer Graduates
- **March 6**: Mid-Term
- **March 16 - 20**: Spring Break
- **March 31**: Southwestern Scholarship Applications Due
- **May 4-8**: Final Exams
- **May 8**: Last Day Spring Semester/Spring Commencement

**Summer 2009 Session**
- **May 11**: Career and Technical Education Classes Begin
- **May 11-26**: Career and Technical Education
- **May 18-29**: 1st Summer Session (Fast Track)
- **May 25**: Memorial Day - College Closed
- **June 1-26**: 2nd Summer Session, Arts & Sciences Classes
- **June 26**: Last Day Summer Semester/Summer Commencement
- **July 4**: Independence Day - College Closed
- **July 6-31**: 3rd Summer Session, Arts & Sciences Classes
- **August 3-14**: 4th Summer Session (Fast Track)
General Information

Message From College President
Board of Trustees
Vision Statement
Purpose Statement
Core Values
College History
Accreditation
Compliances
Buildings
Adult and Continuing Education
Economic Development Services
Education Foundation
Off-Campus Centers
Welcome to Southwestern Community College!

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.

Barbara J. Crittenden
President

Board of Trustees

Larry Mark, President
District 8
Kenneth Rech, Vice President
District 5
Dennis Davis
District 1
Janet DeMott
District 7
Vicki Sickels
District 6
Susan Lane
District 4
Fred Shearer
District 2
Jerry Smith
District 3

Southwestern Community College
1501 West Townline Street
Creston, IA 50801
(641) 782-7081
1-800-247-4023
Fax: (641) 782-3312
Web site: www.swcciowa.edu
Email: admissions@swcciowa.edu

Red Oak Center
2300 North 4th Street
Red Oak, IA 51566
(712) 623-2541
Fax: (712) 623-4534

Osceola Center
2520 College Drive
Osceola, IA 50213
(641) 342-3531
Fax: (641) 342-3627
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.

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.

A 406-acre campus site was purchased in 1966, and the first new building on the site 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 completed on the Southwestern 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 new college bookstore. A 7,500 square foot building with classrooms, offices, and a shop area was added at the agricultural site in 2001. Other additions include a 7,650 square foot building completed in 2004 to accommodate expansion of the structural drafting/structural engineering technology and business systems networking programs. In 2006, the 16,500 square foot Allied Health and Science Center became the new location for the nursing education program and a 48-person apartment-style residence hall was constructed to allow for an increase in demand for on-campus housing.

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

The Red Oak Center was opened in 1985 to fill a growing need to serve the Montgomery County area of the Southwestern Community College district. The center moved to a permanent location at 2300 North Fourth Street near Highway 34 in 1991. In 2001, the college participated with the Red Oak High School and the Montgomery County Development Board to build a 30,000 square foot technology building in Red Oak.

In 1992, a 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.

The 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 most 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, a curriculum and instructional resources that will reflect the racial and cultural diversity present in the United States and 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 underrepresented. 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; the Office of the United States Equal Employment Opportunity Commission; 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.Chicago@ed.gov.

*Federal
  - Title VI - 1964 Civil Rights Act (Race and National Origin)
  - Title IX of the 1972 Education Amendments (Gender)
  - Section 504 of the 1973 Vocational/Rehabilitation Act
  - (Disability) and Americans with Disabilities Act of 1990
  - Age Discrimination In Employment Act of 1967 as amended

*State
  - Section 256 Iowa Code Nondiscrimination/School Boards Integration of students on the basis of race, national origin multicultural, nonexistent education
  - Chapter 19B, 11 - Equal Employment Opportunity and Affirmative Action
  - Chapter 280 Iowa Code - Services to limit English proficient students

**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
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.

Smoking/Chewing Tobacco Policy
Effective July 1, 1987, the State of Iowa enacted the Clean Indoor Air Act to protect the health and comfort of nonsmokers by providing smoke-free public places. It calls for the designation of nonsmoking and smoking sections in public places. In 1993, the college designated all buildings on campus as smoke-free. Students and staff are allowed to smoke in designated areas only. Signs are posted to identify these areas. There is no smoking allowed in any college building or college vehicle. Chewing tobacco is not allowed in any college building.

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 No. 101-542 and House File 2028, by publishing policies annually in the Southwestern Student Handbook and distributing a copy to each student. The College will also file an annual report on policy statements and crime statistics with the Division of Criminal and Juvenile Justice Planning, Department of Human Rights, Lucas State Office Building, 1st Floor, Des Moines, IA 50319.

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
In 1993, the college designated all buildings on campus as smoke-free. Students and staff are allowed to smoke in designated areas only. Signs are posted to identify these areas. There is no smoking allowed in any college building or college vehicle. Chewing tobacco is not allowed in any college building.

Performing Arts 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, Comprehensive Learning Center (CLC), Learning Resource Center (LRC), and the Copy Center.

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 state-of-the-art gymnasium, weight room, saunas, and locker and shower 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.

Technical Centers I and II
Due to expansion of career and technical education offerings, the 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 the 8,000 square-foot expansion, the Technical Center II. It is the new home for structural drafting, as well as business systems networking.

Performing Arts Center
In 1995, the Area Arts and Wellness Center was constructed on the Southwestern campus to house 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, chest of drawers, 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, chest of drawers, 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.

Allied Health and Science Center
In August of 2006, the Allied Health and Science Center was constructed to provide a state-of-the-art building with a 15-bed lab room, 110 seat auditorium, computer lab, and spacious classrooms.

Agricultural Site
The Agricultural Site features an agricultural building constructed in 2000, which includes classrooms, offices, and a shop area. This site also includes a student-operated agricultural lab and grain storage facilities. A building constructed in 2007 expanded curriculum offerings and includes a green house.

Adult and Continuing Education
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 which include 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 at the Creston campus, and the Red Oak and Osceola Centers.

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 is a literacy partner with agencies, organizations, and businesses. Fees charged for the testing, diploma, and processing fee are based on the student’s age and the number of tests completed. A reactivation fee is assessed. If the GED Test applicant is under 18 years of age, verification of birth date, dropout status, and special permission must be presented at the time of application for testing. The Iowa High School Equivalency Diploma will only be issued once a student is 18 years of age and his/her original class of entry has graduated. GED transcripts are available for a fee.

Career and Vocational Training
Individual non-credit or credit option courses and short-term programs designed for the specific purposes of training persons for employment, upgrading skills of persons currently
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 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.

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.

TriUmph Early Childhood Program
Southwestern Community College and the Dekko Foundation have partnered to form a project to improve the quality of early care and education for children and families in five counties in southwest/south central Iowa. This program includes the Child Development Associate (CDA) Training Program, TriUmph Training, and the TriUmph Support Project. The TriUmph Support Project
includes the Center Support Project, the Family Childcare Accreditation Support Group, and the Leadership Development Program.

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 childhood education. Under the Leadership Development Program, monthly meetings, site visits, and a yearly retreat are offered to enhance the knowledge of the program leadership and quality of the program. This program is offered only in Clarke, Decatur, Lucas, Ringgold, and Union counties.

The Family Child Care Accreditation Support Project was developed to provide training, assistance, and materials to home providers ready and eligible to attain accreditation for registered child development homes. Training and technical assistance is designed to support the provider in meeting the expectations of the National Family Child Care accreditation process. Under this program, a yearly retreat, monthly meetings, and individual assistance are available. This program is offered only in Clarke, Decatur, Lucas, Ringgold, and Union counties.

TriUmph Training includes a fall conference, winter workshop, and various “series” trainings and workshops. Collaboration between Southwestern and Green Valley Area Education Association (GVAEA) has provided the TriUmph Program the opportunity to offer some of the “series” trainings for teacher recertification credit. Please contact the TriUmph early childhood coordinator for more details. TriUmph training is open to all early care and education providers and teacher providers in Southwestern’s counties.

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 thrust supports 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 community leaders nominated by Southwestern Community College Board of Directors 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).

Osceola Center
2520 College Drive
Osceola, IA 50213

The Osceola Center
Southwestern established the Osceola Center in 1993, located 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, 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.

Red Oak Center
2300 North 4th Street
Red Oak, IA 51566

The Red Oak Center
The Red Oak Center opened in 1985 to fill a growing need to serve the Montgomery County area of the Southwestern Community College district. In 1992, the center moved to 2300 North 4th Street off U.S. Highway 34. The college will complete a remodeling project at the Red Oak Center in 2008 to better accommodate student needs.

The center provides instructional programs in college transfer, career option, and career and technical education programs. Adult and continuing education, GED, and adult basic education classes, as well as customized training for local businesses and industries, are also available at the center.

Red Oak area students complete requirements for associate degrees in arts and sciences, accounting, business administration, and nursing. Partial programs are available for high school students and adults through the Tech Prep programs in carpentry and building trades, business systems networking, and health occupations.

The Red Oak Technology Center, completed in 2002, provides classroom and lab space for SWCC science classes, Tech Prep programs, and industrial training. The college shares space in this building with Red Oak Community High School.
Student Information

Admissions
Residency
Assessment Services
Registration and Academic Policies
Academic Information
Distance Education
Graduation Information
Academic Certificates/Diplomas/Degrees
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 that 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 Form - Submit a completed application form for admission to the Admissions Office.

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

C. College Transcripts - If you have attended other colleges or universities you must submit an official transcript from each college or university attended. 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 you do not wish to have your 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 by appointment. The Assessment Center is located in Room 215 of the Instructional Center. You may schedule a testing appointment 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 credit hours 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.
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.
- Submit a Southwestern Community College Post Secondary Student Registration Form (available at Southwestern’s Admissions Office or at your local high school guidance counselor’s office) complete with signatures of student, high school principal or counselor, and parent or legal guardian.
- Complete a COMPASS test or submit documented ACT composite score of 19 or above. Students are required to test prior to registration.
- Receive approval from Southwestern Community College counselor for course selection/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.

Home Schooled Students
Home schooled student applicants requesting admission must:
- Submit a Southwestern Post Secondary Application for Admission.
- Submit a Southwestern Community College Post Secondary Student Registration Form (available at Southwestern’s Admissions Office or at your local high school guidance counselor’s office) complete with signatures of student and parent or legal guardian.
- Complete a COMPASS test or submit documented ACT composite score of 19 or above. Students are required to test prior to registration.
- Meet with an academic counselor from the College prior to registration.
- Receive approval from Southwestern Community College counselor for course selection/registration.

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.
- B. Submit a $75 processing fee.
- C. Complete Proof of English Proficiency Form—show evidence of English proficiency required by the College. The student must achieve a minimum score of 500 on the paper-based or 173 on the computer-based TOEFL (Test of English as a Foreign Language) Exam or a score of 80 on the Michigan Test of English Language Proficiency.
- D. Complete Student Financial Statement providing evidence of ability to meet educational and living expenses, while attending Southwestern Community College.

After completing these procedures, as well as those under “Admission Procedures,” the College will issue an I-20, which is a Certificate of Eligibility for Non-immigrant (M-1) or (F-1) form through the U.S. Department of Immigration and Customs Enforcement utilizing the Student and Exchange Visitor Information System (SEVIS). Students present the I-20 form to the United States Consular Office in the country where they are applying for a student (F-1 or M-1) 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. Visiting students do 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. Visiting students may not enroll in more than six credit hours per term. Students must submit an application for admission and indicate they are 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 credit hours with a "C" grade or better in each class, including three credits in English and three credits in math.

Success Seminar
All first time, full-time Southwestern students are required to complete Success Seminar, a .5 credit hour course, prior to starting classes. Part-time, degree seeking students are encouraged to enroll in the course at the onset of their educational program and prior to accumulating 15 credit hours. Incoming transfer students are welcome to participate to broaden their understanding of Southwestern policies, procedures, and resources. Classes are scheduled prior to the start of each semester. 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 career and technical education courses toward Southwestern's associate of arts or associate of science degrees.

1. A statement of that community college’s policy on internal articulation of career and technical education credits toward their own associate degree 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 credit hours 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 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. A person who reaches the age of majority, while their parents were residents of the state, shall be classified as a resident. 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 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 vice president of instruction. 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 hour 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 credit hours 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. 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 director 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 test 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) 782-1320, 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.

If you need accommodations in order to test, 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 if they duplicate credits for courses already taken.

D. A maximum of 30 semester hours 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 hours 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. Credits will not be granted, if they duplicate credits 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.

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 science 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 your academic progress.
• Discuss any problems which may affect your 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 midterm 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 call to 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.

A drop/add fee of $5 per transaction is assessed. A drop/add form must be completed for any change in registration.

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 semester hours earned.
- **Sophomores:** 28 or more semester hours earned.

- **Part-time:** Students taking less than 12 credit hours 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 credit hours per semester.

#### 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.

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.

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:

A. The director 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.

B. 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 15-16 credit hours per semester. Students generally may not enroll in more than 18 credit hours without special permission from the director of student services. A student carrying 12 credit hours per semester is considered a full-time student. Visiting students may not enroll in more than six credit hours 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 credit hours 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 credit hours 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.swccdowa.edu](http://www.swccdowa.edu). If you would like a printed grade report card you may request it at the Registrar’s Office.
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. Students desiring such a status change can only do so by following the change of registration procedure. Tuition will be assessed at one-half of the regular tuition rate for non-laboratory classes. Exceptions from audit classes includes, but not limited to: independent study, Iowa Community College Online Consortium classes, private music lessons. Career and technical education classes may be audited, if space allows and approval is given by the director of student services and the vice president of instruction. Students completing audit of a course will receive a grade of an "N".

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 credit hours from Southwestern that can be applied to any AA, AS, or AAS 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 credit hours 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 director 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 will 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.

1. Academic renewal may only be applied to an academic term(s) completed prior to the student’s extended absence.
2. All courses and credits that were taken during the chosen term(s) will be removed from consideration for GPA and degree requirements.
3. To remove more than one term, the terms must
be consecutive.

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

5. A student may be granted "academic renewal" only once.

To apply for academic renewal the student will complete the academic renewal petition, which is available from the director of student services. A formal letter requesting renewal must be returned with the completed petition. The student will then meet with the director 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 home page. Transcripts for other educational institutions will be sent directly from Southwestern. The first two copies are free and thereafter will cost $5 per copy.

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 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.

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 more than 300 online courses. With online education the student can choose his/her study time and submit assignments electronically. Instructors are available by phone and email to help guide the learning process. Classes may involve considerable interaction with classmates through threaded discussion and/or live chat. Course description 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.

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.

It is the responsibility of the student to know and to observe the requirements of his/her curriculum and the rules governing academic work. Although the advisor or counselor will attempt to help the student make wise decisions, the final responsibility
for meeting these requirements for graduation rests with the student.

In those instances where a student receives information from a counselor or advisor, which might have an impact 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 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 9
- Summer—February 9 (if enrolled during spring semester) or May 18

If a student finds he/she will not be completing requirements for the term indicated on the Application for Graduation, he/she should 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.

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:

Associate of Arts Degree (AA)
The associate of arts degree at Southwestern Community College is primarily a general education degree intended for transfer.

- General education is baccalaureate oriented and includes courses within communications, social and behavioral sciences, mathematics, sciences, 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 credit hours applicable to the AA degree being pursued.
- C. Complete the final 12 credit hours at Southwestern Community College (or petition to the director of student services to receive an exception).
- D. Complete a minimum of 62 credit hours.
- E. Include at least 41 credit hours of core courses.
- F. Include at least 19 credit hours of elective credit.
- G. Complete two credit hours of physical education activity, if applicable.

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
To receive an AS degree the student must:

A. Maintain a 2.0 grade point average on all work applicable for the AS degree.

B. Complete at Southwestern Community College a minimum of one-third of the credit hours applicable to the AS degree being pursued.

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

D. Complete all required courses.

E. Complete two credit hours of physical education activity, if applicable.

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 credit hours applicable to the AAA/AAS degree being pursued.

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

D. Complete all required courses.

E. Complete two credit hours of physical education activity, if applicable. Note: Developmental courses will not be counted toward an AAA or AAS degree, unless otherwise indicated.

Associate of General Studies Degree (AGS)
The associate of general studies degree is designed for, but not limited to, those individuals who wish to choose a career and technical education course of study and wish to seek a degree suited to their unique needs. While some courses taken to complete this degree may transfer to four-year colleges/universities, students are cautioned that this degree is not intended as a transfer degree. This degree does not represent a specific course of study and may include career and technical education credits.

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. Specific requirements for the programs leading to associate of general studies degrees are listed in this Catalog in the Instruction section.

To receive an AGS degree a student must:

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

B. Complete at Southwestern Community College a minimum of one-third of the credit hours applicable to the AGS degree.

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

D. Complete a minimum of 62 credit hours.

E. Include at least 12 credit hours of core courses.

F. Include at least 50 credit hours of elective credit.

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

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 credit hours applicable to the degree being pursued.

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

Note: Developmental courses will not be counted toward a diploma.
hours at Southwestern Community College (or petition to the director 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.

Certificate of Completion
A certificate of completion is issued to signify that a student has satisfactorily completed a program of instruction other than those listed above. Certificates are normally issued to students at the completion of a specific short-term course of study.

Educational Costs
(subject to change without prior notice)

Tuition (2007-2008 Rates)
Credit Programs Per Credit Hour
Resident (In-State) $110.50
Non-Resident (Out-State) 142.50
International 142.50
Iowa CC Online 132.00

Fees
All Courses per credit hour $12.00
Grade Transcript (first two free) 5.00
Drop/Add 5.00
International Student Processing Fee 75.00

Program Fees
Private Music per course
1/2 hour lesson $175.00
Career and Technical Education Program Deposits 50.00
Collision Repair/Refinish tool rental fee, per year 250.00
Auto Repair Technology tool rental fee, per year 250.00
Automotive Service Auto Repair Excellence (spring) 110.00

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 per term processing fee charged by Nelnet Business Solutions. To be eligible for the plan, students must have a total bill of $100 or more. Payment plans will consist of five, four, or three monthly payments depending on the date of the student’s enrollment. Deposits may be required depending on which plan is applicable. Funds will be deducted from accounts on the fifth of the month and all accounts will be paid in full on or about midterm. Students may go to Southwestern’s Web site and click on e-cashier to set up a payment plan.

Failure to make payment or complete all required paperwork in accordance with one of the above methods prior to the first day of term, may result in being administratively withdrawn from classes and dismissal from the dorms. Reinstatement is possible when payment is made and/or paperwork is received within one week of being notified of the administrative withdrawal, if the classes are still available.

Note: The College reserves the right to take any and all action necessary to collect this debt, including the referral of the student’s account to a collection agency or law firm.

Indebtedness Policy
A student may not register for any new term while he/she has a prior unsettled indebtedness to Southwestern Community College. During the period in which the indebtedness remains unsettled, no transcripts, or other official credentials can be obtained from the College. Diplomas or degrees will not be granted, nor will credits be transferred to another college until all accounts are settled.

Collision Excellence (spring) 100.00
Carpentry National Reg. Fee, per semester 25.00
Sports Officiating Cert. per course 15.00
National Council Licensure (1st summer) 99.00
Background Check per name 15.00
HESI Mental Health Test RN (fall) 19.00
HESI Maternity Health Test RN (spring) 19.00
HESI Exit 1st Time Test RN (spring) 35.00
HESI Exit 2nd Time Test RN (1st summer) 35.00
Background Check Fee LPN (fall) 15.00
HESI Med Surg Exam LPN (1st summer) 19.00
Third Party Fees To Be Assessed

Room and Board
Wilson & West, per semester $2,000.00
Spartan Suites, per semester $2,250.00
Dorm Deposit 150.00
Summer Room Only per day TBA
(Food Service will not be 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 term, to discuss which of the following payment options will be used:

A. Approved financial aid
B. Payment in full
   1. At Southwestern Community College by cash, check, money order, or credit card (made payable in U.S. funds)
   2. Online with e-cashier by direct debit to checking, savings account, or credit card ($2.00 processing charged)
C. Payment plan

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

Note: Developmental courses will not be counted toward a diploma.
Returned Checks
A $30 service charge, plus postage, and any additional charges will be assessed for all returned checks.

Charge Slips
A student with pending or approved financial aid that exceeds their tuition and fee charges may obtain a charge slip (until the financial aid has been disbursed) from the business office to obtain books and supplies at the bookstore. The student must be registered for classes and have an official 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 Registrar’s office.

Refunds of tuition and fees will be made as follows based on the beginning date of classes 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 75%
Before the end of the 3rd week 50%
Before the end of the 4th week 25%
After the end of the 4th week 0%
*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.

Parking Stickers
Every student must register his or her vehicle with the business office. Your license plate number is required. There is no charge for the sticker. The sticker is to be placed in the bottom corner of the rear window on the passenger’s side of the vehicle. A sticker must be obtained for each one. If a student will be using more than one vehicle.

Residence For Tuition Purposes
Refer to Residency section.

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 and awarded on a first apply, first served basis. 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:
• be a U.S. citizen or eligible noncitizen (only U.S. citizens may receive ACG);
• have a valid social security number;
• be enrolled at least half-time (except for Federal Pell Grant) in a program leading to a degree or certificate at Southwestern (ACG recipients must be enrolled full-time);
• 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.

Ability to Benefit
To receive federal financial aid, a student must be qualified to study at the post-secondary level. Students are qualified if they:
• have a high school diploma;
• have a high school equivalent diploma (GED);
• completed a high school education in a home school setting approved under state law; or
• have passed a U.S. Department of Education approved ability to benefit test.

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.ed.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. be willing to 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. be willing to 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 results in 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 is 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 our 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, then 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. Federal SEOG
11. Other Title IV programs
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.

The Academic Competitiveness Grant was available for the first time for the 2006-2007 academic years for first-year students who graduated from high school after January 1, 2006 and for second-year students who graduated from high school after January 1, 2005. The Academic Competitiveness Grant is awarded to undergraduate degree-seeking students who are enrolled full-time and eligible to receive a Federal Pell Grant. Recipients must be U.S. citizens and have completed a rigorous high school program, as determined by the state or local education agency and recognized by the Secretary of Education. Second-year students must maintain a cumulative grade point average of at least 3.0. The amount of the ACG, when combined with a Pell Grant, may not exceed the student’s cost of attendance. In addition, if the number of eligible students is large enough that payment of the full grant amounts would exceed the program appropriation in any fiscal year, then the amount of the grant to each eligible student may be ratably reduced. For further information and eligibility requirements, please contact the Financial Aid Office.

The Federal Supplemental Educational Opportunity Grant is a federally-funded grant and given to undergraduate students on the basis of exceptional financial need with priority given to Federal Pell Grant recipients with the lowest Expected Family Contributions (EFC).

The Federal Work-Study program utilizes federal funds, matched with institutional funds, to provide part-time employment for needy students allowing students to earn money to help pay for educational expenses. The number of hours assigned is determined by financial need, satisfactory academic progress, enrollment and available funds. Students are only paid for hours worked, not awarded. Students may not work more than 20 hours per week during periods of class attendance. Students may be employed both on- and off-campus and are paid once a month in accordance with the college payroll system. Jobs will run the spectrum from skilled positions to general labor. Students will be paid at least the minimum wage per hour.

Other Employment, such as Iowa Work-Study (need-based) and Institutional Employment (non-need-based), may also be available. These programs are administered in the same manner as the Federal Work-Study program.

The Iowa Vocational/Technical Tuition Grant is designed for students who are Iowa residents enrolling in career and technical education or career option courses at Iowa community colleges. Students must meet the financial aid application filing deadline of July 1.

The State of Iowa Scholarship is given to students of very high academic ability and provides a monetary award during the freshman year. The award is based solely on academic ability and accomplishment. To be eligible, a student must be
designated a State of Iowa Scholar as announced during the senior year in high school, and 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 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 (ICSSAC) 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 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.

If promissory notes need to be completed, they will be printed and sent to the student by the financial aid office. 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 loan 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 information sheet indicating the amount to be borrowed. If promissory notes need to be completed, they will be printed and sent to the parent borrower by the Financial Aid Office.

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 and 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, a credit balance will 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 credit hours attempted. A student may receive aid for a maximum of two degree programs. 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 cumulative GPA of 2.00 as a sophomore (28 or more earned credit hours).
- Maintain a minimum cumulative GPA of 2.00 as a sophomore (28 or more earned credit hours).
- 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), less than half-time (3-5 credits).
- Course repeats and remedial courses will be included as part of the student's load for the period load requirements.
- Courses taken for audit or for College Level Examination Program (CLEP) will not be included as part of a student's load for the 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 1.50 as a senior (less than 28 earned credit hours).
- Maintain a minimum cumulative GPA of 1.50 as a senior (less than 28 earned credit hours).
- Maintain a minimum cumulative GPA of 1.50 as a senior (less than 28 earned credit hours).
- 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), 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 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 credit hours for which aid was disbursed, but at least three credit hours 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 less than two-year programs or career and technical education programs will not be eligible to receive financial aid probation. Satisfactory academic progress requirements must be met each enrollment period.

Students enrolled in two-year programs who have a cumulative GPA below 1.50 or earned less than three credit hours 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. In the appeal, 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.

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. You 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 have received a passing grade, nor will they pay the student for any advance credit he/she have 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 financial aid office.
Services and Activities
Assessment Services
Career Services
Clubs and Organizations
Comprehensive Learning Center
Counseling Services
Drill Team
Educational Talent Search
Employment Fair
Food Services
Health Services
Intercollegiate Athletics
Iowa Vocational Rehabilitation Services
Online Tutoring
Parking Facilities
Social and Special Events
Student Handbook
Student Housing
Student Senate
Student Support Services
Students with Special Needs
Study Abroad

SWiCC
Southwestern Community College
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.

First Responder, Basic Emergency Medical Technician, 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. 330.

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 room 703 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. An annual student placement report is compiled to guide prospective students in making informed decisions regarding program selection.

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, an annual employment fair, with more than 60 employers in attendance, is held in April in the Southwestern student center.

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.

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.

Comprehensive Learning Center
The comprehensive learning center (CLC) offers assistance in upgrading academic skills. The CLC instructor develops individual plans to meet the needs of each student. This service provides support for students enrolled in courses and also helps prepare prospective students for college-level work. Students may choose to earn credits while upgrading skills. One-credit courses in reading and study skills, communications skills, and math skills can be scheduled in the learning center. For additional information, call (641) 782-7081, ext. 496.

Counseling Services
The 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 future. Initial individual conferences can be utilized for self-assessment toward determining a course of study.

Students who experience difficulty or dissatisfaction with their chosen field 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.

Drill Team
The drill team is for students interested in dance. The group will perform choreographed dances at Southwestern basketball games and at local high schools. Drill team members perform different dances, such as pom routines. For more information or to schedule a dance practice, call the coach at (641) 782-7081, ext. 453.

Educational Talent Search
Educational Talent Search (ETS) is a TRIO program federally funded through the U.S. Department of Education. ETS provides junior high and high school students with services to enhance student learning, facilitate personal development, and expand academic opportunities.

The ETS program focuses on encouraging and assisting students in reaching their academic and personal goals by helping them stay in school and enroll in a post-secondary school of their choice. For additional information, call (641) 782-7081, ext. 392.
**Employment Fair**
The annual Employment Fair is held in April to provide opportunities for students and alumni to research careers and to search for employment. More than 60 companies/agencies throughout Iowa and the Midwest are on-campus. Representatives from business, industry, and education are available to visit one-on-one with the students.

**Food Services**
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.

**Intercollegiate Athletics**
Intercollegiate athletics are an integral part of student life at Southwestern. Varsity teams compete in eight sports: men's basketball, baseball, golf, 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.

**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.

**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 going to the Southwestern Web site.

**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.

No parking is allowed in any area between 10:30 p.m. and 7:00 a.m., except in the designated "overnight" parking lot east of the Technical Center I. Vehicles left on-campus overnight will be towed at the owner's expense. If a student, staff, or visitor's vehicle breaks down and must be left overnight, maintenance/security must be notified.

**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 activities coordinator at (641) 782-7081, ext. 437.

**Student Housing**
Southwestern Community College provides student housing for those wishing to live in dormitories. These facilities are conveniently located near the 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 in the registrar's office or on the college's Web site.

**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
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 an opportunity 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 credits. Financial aid is available for study abroad programs. Applications for the fall semester are typically due in June.
Instruction

Arts & Sciences/College Transfer Program

Associate of General Studies Degree (AGS)

College and University Transfer Information

Career-Related Programs

Career Option Programs
- Accounting
- Agricultural Business
- Business Administration
- Office Systems Specialist

Career & Technical Education Programs
- Agricultural Production Technology
- Automotive Repair Technology
- 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
- Professional Music
- Structural Drafting/Structural Engineering Technology
- Web Design and Development
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. During the first two years of college, students usually complete general education requirements that are customary to most disciplines. Most programs leading to a degree have a common core of courses that a student may complete before declaring a major. Students in the arts and sciences program earn the associate of arts (AA) degree. There are many diverse majors for which the AA degree is beneficial. Southwestern’s arts and sciences courses will transfer to most four-year colleges/universities in the United States and internationally.

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 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 academic 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 60 academic credit hours is required plus two credit hours of physical education. A minimum GPA of 2.0 must be obtained to graduate. The following outline is a list of arts and sciences courses that make up the associate of arts degree.

<table>
<thead>
<tr>
<th>Core Requirements - 41 credit hours</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SDV:</strong></td>
<td></td>
</tr>
<tr>
<td>110 Success Seminar</td>
<td>.5</td>
</tr>
<tr>
<td><strong>A. Communications - 9 credit hours</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ENG:</strong></td>
<td></td>
</tr>
<tr>
<td>105 Composition I (required)</td>
<td>3</td>
</tr>
<tr>
<td>106 Composition II (required)</td>
<td>3</td>
</tr>
<tr>
<td>221 Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td><strong>SPC:</strong></td>
<td></td>
</tr>
<tr>
<td>101 Fundamentals of Oral Communication (required)</td>
<td>3</td>
</tr>
<tr>
<td>122 Interpersonal Communications</td>
<td>3</td>
</tr>
<tr>
<td><strong>B. Humanities - 8 credit hours</strong></td>
<td></td>
</tr>
<tr>
<td><strong>LIT:</strong></td>
<td></td>
</tr>
<tr>
<td>101 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>110 American Literature to Mid-1800's</td>
<td>3</td>
</tr>
<tr>
<td>111 American Literature since Mid-1800's</td>
<td>3</td>
</tr>
<tr>
<td>140 British Literature I</td>
<td>3</td>
</tr>
<tr>
<td>141 British Literature II</td>
<td>3</td>
</tr>
<tr>
<td>161 The Short Story</td>
<td>3</td>
</tr>
<tr>
<td>177 Dramatic Literature</td>
<td>3</td>
</tr>
<tr>
<td>178 Mythological &amp; Biblical Literature</td>
<td>3</td>
</tr>
<tr>
<td><strong>HIS:</strong></td>
<td></td>
</tr>
<tr>
<td>110 Western Civilization: Ancient to Early Modern</td>
<td>3</td>
</tr>
<tr>
<td>111 Western Civilization: Early Modern to Present</td>
<td>3</td>
</tr>
<tr>
<td>257 African American History</td>
<td>3</td>
</tr>
<tr>
<td><strong>CLS:</strong></td>
<td></td>
</tr>
<tr>
<td>135 Middle East: Religion and Politics</td>
<td>3</td>
</tr>
<tr>
<td>150 Latin American History and Culture</td>
<td>3</td>
</tr>
<tr>
<td>168 Asian Culture Through Film</td>
<td>3</td>
</tr>
<tr>
<td><strong>ART:</strong></td>
<td></td>
</tr>
<tr>
<td>101 Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>203 Art History I</td>
<td>3</td>
</tr>
<tr>
<td><strong>FLS:</strong></td>
<td></td>
</tr>
<tr>
<td>141 Elementary Spanish I</td>
<td>4</td>
</tr>
</tbody>
</table>

| **C. Mathematics and Sciences - 8 credit hours** |
|-------------------------------------------------
| Student must take one science course listed below: |
| **BIO:** 105 Introductory Biology (w/lab) | 4 |
| 112 General Biology I (w/lab) | 4 |
| 113 General Biology II (w/lab) | 4 |
| 151 Nutrition | 3 |
| 162 Essentials of Anatomy and Physiology | 3 |
| 163 Essentials of Anatomy and Physiology (w/lab) | 4 |
| 168 Human Anatomy and Physiology I (w/lab) | 4 |
| 173 Human Anatomy and Physiology II (w/lab) | 4 |
| 186 Microbiology (w/lab) | 4 |
| 191 Introductory Biotechnology (w/lab) | 3 |
| **ENV:** 115 Environmental Science | 3 |
| **CHM:** 101 Fundamentals of Chemistry | 3 |
| 166 General Chemistry I (w/lab) | 5 |
| 176 General Chemistry II (w/lab) | 5 |
| 261 Organic Chemistry I (w/lab) | 4 |
| 271 Organic Chemistry II (w/lab) | 4 |
| **PHS:** 125 Physical Science (w/lab) | 4 |
| **PHY:** 162 College Physics I (w/lab) | 4 |
Student must take four credit hours from the courses listed below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT:</td>
<td>120 College Algebra</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>127 College Algebra and Trigonometry</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>134 Trigonometry and Analytic</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>156 Statistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>210 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>216 Calculus II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>219 Calculus III</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>225 Differential Equations</td>
<td>3</td>
</tr>
</tbody>
</table>

**D. Social Sciences - 8 credit hours**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECN:</td>
<td>120 Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>130 Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>GEO:</td>
<td>121 World Regional Geography</td>
<td>3</td>
</tr>
<tr>
<td>HIS:</td>
<td>151 U.S. History to 1877</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>152 U.S. History since 1877</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>201 Iowa History</td>
<td>3</td>
</tr>
<tr>
<td>POL:</td>
<td>111 American National Government</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>112 American State and Local</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Government</td>
<td>3</td>
</tr>
<tr>
<td>PSY:</td>
<td>111 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>121 Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>241 Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>251 Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC:</td>
<td>110 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>115 Social Problems</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>120 Marriage and Family</td>
<td>3</td>
</tr>
<tr>
<td>CLS:</td>
<td>105 Cultural Diversity and Identity</td>
<td>3</td>
</tr>
<tr>
<td>ANT:</td>
<td>105 Cultural Anthropology</td>
<td>3</td>
</tr>
</tbody>
</table>

**E. Distributed Requirements - 8 credit hours**

Select the remainder from any of the courses in the above categories A, B, C, and D.

**F. Electives - 19 credit hours**

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

**G. Physical Education Activity - 2 credit hours**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEA:</td>
<td>101 Aerobic Fitness I</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td>103 Aquatrim I</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td>121 Circuit Wellness</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>133 Golf I</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td>149 Pilates I</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td>164 Swimming I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>176 Volleyball I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>187 Weight Training I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>189 Yoga/Stretching I</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td>192 Walking I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>295 Scuba Diving</td>
<td>2</td>
</tr>
<tr>
<td>PEV:</td>
<td>115 Varsity Baseball</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>121 Varsity Basketball, Men</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>122 Varsity Basketball, Women</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>130 Varsity Cross Country</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>140 Varsity Golf</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>160 Varsity Softball</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>170 Varsity Volleyball</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total AA Degree Requirements - 62 credit hours**

(60 Academic and 2 Physical Education Activity credit hours)

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

All new freshman and transfer students are required to attend a success seminar session (.5 credit hour) to facilitate a smooth transition to college worth a half of a credit.

Physical education credit hours may be waived, if the student begins his/her academic career at Southwestern:

- after he/she turns 23, or
- if he/she is a veteran or a current member of an active armed forces unit or reserve unit, or
- if he/she has a physical disability and/or a statement from a licensed physician, or
- if he/she is completing a minimum of 75 percent of his/her degree online.

**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 credit hours**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV:</td>
<td>110 Success Seminar</td>
<td>.5</td>
</tr>
</tbody>
</table>

**A. Communications - 3 credit hours**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG:</td>
<td>105 Composition I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>106 Composition II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>122 Interpersonal Communications</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>221 Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>SPC:</td>
<td>101 Fundamentals of Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>122 Interpersonal Communications</td>
<td>3</td>
</tr>
</tbody>
</table>

**B. Humanities - 3 credit hours**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIT:</td>
<td>101 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>110 American Literature to Mid - 1800’s</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>111 American Literature since Mid - 1800’s</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>140</td>
<td>British Literature I</td>
<td>3</td>
</tr>
<tr>
<td>141</td>
<td>British Literature II</td>
<td>3</td>
</tr>
<tr>
<td>161</td>
<td>The Short Story</td>
<td>3</td>
</tr>
<tr>
<td>177</td>
<td>Dramatic Literature</td>
<td>3</td>
</tr>
<tr>
<td>178</td>
<td>Mythological and Biblical Literature</td>
<td>3</td>
</tr>
<tr>
<td><strong>HIS:</strong></td>
<td>110 Western Civilization: Ancient to Early Modern</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>111 Western Civilization: Early Modern to Present</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>257 African American History</td>
<td>3</td>
</tr>
<tr>
<td><strong>CLS:</strong></td>
<td>135 Middle East: Religion and Politics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>150 Latin American History and Culture</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>168 Asian Culture Through Film</td>
<td>3</td>
</tr>
<tr>
<td><strong>ART:</strong></td>
<td>101 Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>203 Art History I</td>
<td>3</td>
</tr>
<tr>
<td><strong>FLS:</strong></td>
<td>141 Elementary Spanish I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>142 Elementary Spanish II</td>
<td>4</td>
</tr>
<tr>
<td><strong>MUS:</strong></td>
<td>100 Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>200 Music History I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>204 History of Rock and Roll</td>
<td>3</td>
</tr>
<tr>
<td><strong>PHI:</strong></td>
<td>101 Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>105 Introduction to Ethics</td>
<td>3</td>
</tr>
<tr>
<td><strong>REL:</strong></td>
<td>101 Survey of World Religions</td>
<td>3</td>
</tr>
</tbody>
</table>

**C. Mathematics and Sciences - 3 credit hours**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BIO:</strong></td>
<td>105 Introductory Biology (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>112 General Biology I (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>113 General Biology II (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>151 Nutrition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>162 Essentials of Anatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>163 Essentials of Anatomy and Physiology (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>168 Human Anatomy and Physiology I (w/ lab)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>173 Human Anatomy and Physiology II (w/ lab)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>186 Microbiology (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>191 Introductory Biotechnology (w/lab)</td>
<td>3</td>
</tr>
<tr>
<td><strong>ENV:</strong></td>
<td>115 Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td><strong>CHM:</strong></td>
<td>101 Fundamentals of Chemistry</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>166 General Chemistry I (w/lab)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>176 General Chemistry II (w/lab)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>261 Organic Chemistry I (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>271 Organic Chemistry II (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td><strong>PHS:</strong></td>
<td>125 Physical Science (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td><strong>PHY:</strong></td>
<td>162 College Physics I (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>172 College Physics II (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>212 Classical Physics I (w/lab)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>222 Classical Physics II (w/lab)</td>
<td>5</td>
</tr>
<tr>
<td><strong>MAT:</strong></td>
<td>120 College Algebra</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>127 College Algebra and Trigonometry</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>134 Trigonometry and Analytic Geometry</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>156 Statistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>210 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>216 Calculus II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>219 Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>225</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
</tbody>
</table>
| **D. Social and Behavioral Sciences - 3 credit hours**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ECN:</strong></td>
<td>120 Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>130 Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td><strong>GEO:</strong></td>
<td>121 World Regional Geography</td>
<td>3</td>
</tr>
<tr>
<td><strong>HIS:</strong></td>
<td>151 U.S. History to 1877</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>152 U.S. History since 1877</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>201 Iowa History</td>
<td>3</td>
</tr>
<tr>
<td><strong>POL:</strong></td>
<td>111 American National Government</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>112 American State and Local Government</td>
<td>3</td>
</tr>
<tr>
<td><strong>PSY:</strong></td>
<td>111 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>121 Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>241 Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>251 Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td><strong>SOC:</strong></td>
<td>110 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>115 Social Problems</td>
<td>3</td>
</tr>
<tr>
<td><strong>CLS:</strong></td>
<td>105 Cultural Diversity and Identity</td>
<td>3</td>
</tr>
<tr>
<td><strong>ANT:</strong></td>
<td>105 Cultural Anthropology</td>
<td>3</td>
</tr>
</tbody>
</table>

**E. Electives - 50 credit hours**

Total AGS Degree Requirements - 62 credit hours

All new freshman and transfer students are required to attend a success seminar session to facilitate a smooth transition to college worth one half of a credit.
College and University Transfer Information

The following pages contain courses of study which are guides to obtain 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 the 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 a college-level English or mathematics course.

College Transfer Majors

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

- Accounting
- Agricultural Business
- Agricultural Education
- Agronomy
- Animal Science
- Anthropology
- Architecture
- Art and Design
- Athletic Trainer
- 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
- Medicine
- Meteorology
- Microbiology
- Mortuary Science
- Music
- Nursing
- Occupational Therapy
- Optometry
- Pharmacy
- Philosophy
- Physical Education
- Physical Therapy
- Physician
- Physician Assistant
- Physics
- Political Science
- Psychology
- Public Administration
- Public Relations
- Recreation
- Religion
- Secondary Education
- Social Science
- Social Work
- Sociology
- Spanish
- Special Education
- Speech Communication
- 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**
- SDV 110 Success Seminar .5
- ENG 105 Composition I 3
- BIO 112 General Biology I (w/lab) 4
- CHM 166 General Chemistry I (w/lab) 5
- Humanities Requirement 3
- Physical Education Activity 1

Total Credit Hours 16.5

**First Year/Second Semester**
- ENG 106 Composition II 3
- BIO 113 General Biology II (w/lab) 4
- CHM 176 General Chemistry II (w/lab) 5
- MAT 210 Calculus I 4

Total Credit Hours 16

**Second Year/First Semester**
- CHM 261 Organic Chemistry I (w/lab) 4
- PHY 162 College Physics I (w/lab) 4
- BIO 186 Microbiology (w/lab) 4
- Social Sciences Requirement 3
- Humanities Requirement 3

Total Credit Hours 18

**Second Year/Second Semester**
- BIO 162 Essentials of Anatomy and Physiology 3
- SPC 101 Fundamentals of Oral Communication 3
- Social Sciences Requirements 6
- Humanities Requirement 3
- Physical Education Activity 1

Total Credit Hours 16

**Total Credit Hours** 71.5

*Recommended Humanities courses*
- PHI 105 Introduction to Ethics
- ECN 120 Principles of Macroeconomics
- FLS 141 Elementary Spanish I
- 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.

### Biotechnology

**First Year/First Semester**
- SDV 110 Success Seminar .5
- BIO 191 Introductory Biotechnology 3
- CHM 166 General Chemistry I (w/lab) 5
- BIO 112 General Biology I (w/lab) 4
- SPC 101 Fundamentals of Oral Communication 3
- Humanities Requirement 3

Total Credit Hours 18.5

**First Year/Second Semester**
- ENG 105 Composition I 3
- MAT 120 College Algebra 3
- CHM 176 General Chemistry II (w/lab) 5
- BIO 113 General Biology II (w/1ab) 4
- Social Sciences Requirement 3

Total Credit Hours 18

**Second Year/First Semester**
- CHM 261 Organic Chemistry I (w/lab) 4
- MAT 156 Statistics 3
- ENG 106 Composition II 3
- Humanities Requirement 3
- Social Sciences Requirement 3
- Physical Education Activity 1

Total Credit Hours 17

**Second Year/Second Semester**
- CHM 271 Organic Chemistry II (w/lab) 4
- BIO 186 Microbiology (w/lab) 4
- ENV 115 Environmental Science 3
- Humanities Requirement 3
- Social Sciences Requirement 3
- Physical Education Activity 1

Total Credit Hours 18

**GRAND TOTAL** 71.5

*Recommended Humanities courses*
- PHI 105 Introduction to Ethics
- ECN 120 Principles of Macroeconomics
- FLS 141 Elementary Spanish I
- 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.
## Business

<table>
<thead>
<tr>
<th>First Year/First Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 110 Success Seminar</td>
<td>.5</td>
</tr>
<tr>
<td>CSC 110 Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>ENG 105 Composition I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 156 Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ECN 120 Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 102 Intro to Business</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>16.5</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Year/Second Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 106 Composition II</td>
<td>3</td>
</tr>
<tr>
<td>ECN 130 Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Mathematic Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year/First Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SPC 101 Fundamentals of Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>BUS 185 Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 131 Principles of Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences Requirement</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year/Second Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Electives*</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences Requirement</td>
<td>3-4</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>15-16</strong></td>
</tr>
</tbody>
</table>


## Chemistry

<table>
<thead>
<tr>
<th>First Year/First Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 110 Success Seminar</td>
<td>.5</td>
</tr>
<tr>
<td>ENG 105 Composition I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 210 Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>CHM 166 General Chemistry I (w/lab)</td>
<td>5</td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>16.5</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Year/Second Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 106 Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 216 Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>CHM 176 General Chemistry II (w/lab)</td>
<td>5</td>
</tr>
<tr>
<td>Social Sciences Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year/First Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SPC 101 Fundamentals of Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>CHM 261 Organic Chemistry I (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>PHY 212 Classical Physics I (w/lab)</td>
<td>5</td>
</tr>
<tr>
<td>Social Sciences Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year/Second Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 271 Organic Chemistry II (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>PHY 222 Classical Physics II (w/lab)</td>
<td>5</td>
</tr>
<tr>
<td>Social Sciences Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>
## Criminology

<table>
<thead>
<tr>
<th>First Year/First Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 110 Success Seminar</td>
<td>.5</td>
</tr>
<tr>
<td>PSY 111 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ENG 105 Composition I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 120 College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 200 Criminology (online)</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>15.5</strong></td>
</tr>
</tbody>
</table>

| First Year/Second Semester        |       |
| ENG 106 Composition II            | 3     |
| SOC 110 Introduction to Sociology | 3     |
| MAT 156 Statistics               | 3     |
| Humanities Requirement            | 3     |
| General Education Elective        | 3     |
| Physical Education Activity       | 1     |
| **Total Credit Hours**            | **16** |

| Second Year/First Semester        |       |
| SPC 101 Fundamentals of Oral Communication | 3    |
| SOC 115 Social Problems           | 3     |
| PSY 241 Abnormal Psychology       | 3     |
| Humanities Requirement            | 3     |
| General Education Elective        | 3     |
| Physical Education Activity       | 1     |
| **Total Credit Hours**            | **16** |

| Second Year/Second Semester       |       |
| CLS 105 Cultural Diversity and Identity | 3    |
| Natural Sciences Requirement      | 3-4   |
| Social Sciences Requirement       | 3     |
| General Education Electives       | 6     |
| **Total Credit Hours**            | **15-16** |

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

## Elementary Education

<table>
<thead>
<tr>
<th>First Year/First Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 110 Success Seminar</td>
<td>.5</td>
</tr>
<tr>
<td>PSY 111 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ENG 105 Composition I</td>
<td>3</td>
</tr>
<tr>
<td>EDU 213 Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>15.5</strong></td>
</tr>
</tbody>
</table>

| First Year/Second Semester        |       |
| ENG 106 Composition II            | 3     |
| PSY 121 Developmental Psychology  | 3     |
| Mathematics Requirement           | 3     |
| Social Sciences Requirement       | 3     |
| General Education Elective        | 3     |
| Physical Education Activity       | 1     |
| **Total Credit Hours**            | **16** |

| Second Year/First Semester        |       |
| SPC 101 Fundamentals of Oral Communication | 3    |
| Humanities Requirement            |       |
| Natural Sciences Requirement*     | 4     |
| ART 102 Art for Elementary Ed     | 3     |
| Social Sciences Requirement       | 3     |
| **Total Credit Hours**            | **16** |

| Second Year/Second Semester       |       |
| PSY 281 Educational Psychology    | 3     |
| MAT 117 Math for Elementary Teachers | 3    |
| Humanities Requirement            | 3     |
| Natural Sciences Requirement*     | 3     |
| LIT 105 Children’s Literature     | 3     |
| Physical Education Activity       | 1     |
| **Total Credit Hours**            | **16** |

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

<table>
<thead>
<tr>
<th>First Year/First Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 110 Success Seminar</td>
<td>.5</td>
</tr>
<tr>
<td>ENG 105 Composition I</td>
<td>3</td>
</tr>
<tr>
<td>CHM 101 Fundamentals of Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>ECN 120 Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>CSC 110 Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>16.5</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Year/Second Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 106 Composition II</td>
<td>3</td>
</tr>
<tr>
<td>PSY 111 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MGT 101 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year/First Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SPC 101 Fundamentals of Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>HSC 114 Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 168 Human Anatomy and Physiology I (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 186 Microbiology (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>BUS 185 Business Law I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year/Second Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 173 Human Anatomy and Physiology II (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>ACC 131 Principles of Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>SOC 110 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics Requirement</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

### Physical Education

<table>
<thead>
<tr>
<th>First Year/First Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 110 Success Seminar</td>
<td>.5</td>
</tr>
<tr>
<td>EDU 213 Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>ENG 105 Composition I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 111 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>15.5</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Year/Second Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 106 Composition II</td>
<td>3</td>
</tr>
<tr>
<td>PSY 121 Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PEH 162 Introduction to Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences Requirement**</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year/First Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SPC 101 Fundamentals of Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences Requirement**</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Elective(s)*</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year/Second Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 281 Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences Requirements</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education Electives*</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coaching Authorization</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 162 Essentials of Anatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 121 Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PEC 101 Introduction to Coaching</td>
<td>3</td>
</tr>
<tr>
<td>PEC 128 Care and Prevention of Athletic Injuries</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

*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 biological science and one physical science course, with at least one containing a lab.
## Pre-Medicine

<table>
<thead>
<tr>
<th>First Year/First Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 110 Success Seminar</td>
<td>.5</td>
</tr>
<tr>
<td>ENG 105 Composition I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 111 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CHM 166 General Chemistry I (w/lab)</td>
<td>5</td>
</tr>
<tr>
<td>BIO 112 General Biology I (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td>16.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Year/Second Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 106 Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 210 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>CHM 176 General Chemistry II (w/lab)</td>
<td>5</td>
</tr>
<tr>
<td>BIO 113 General Biology II (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td>19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year/First Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 186 Microbiology (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>CHM 261 Organic Chemistry I (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>PHY 162 College Physics I (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>Social Sciences Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year/Second Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SPC 101 Fundamentals of Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>CHM 271 Organic Chemistry II (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>PHY 172 College Physics II (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>Social Sciences Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td>18</td>
</tr>
</tbody>
</table>

## Pre-Physician Assistant

<table>
<thead>
<tr>
<th>First Year/First Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 110 Success Seminar</td>
<td>.5</td>
</tr>
<tr>
<td>ENG 105 Composition I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 134 Trigonometry and Analytic Geometry</td>
<td>3</td>
</tr>
<tr>
<td>BIO 112 General Biology I (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>CHM 166 General Chemistry I (w/lab)</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td>16.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Year/Second Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 106 Composition II</td>
<td>3</td>
</tr>
<tr>
<td>PSY 111 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 113 General Biology II (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>CHM 176 General Chemistry II (w/lab)</td>
<td>5</td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year/First Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SPC 101 Fundamentals of Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>CHM 261 Organic Chemistry I (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>PHY 162 College Physics I (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>Social Sciences Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year/Second Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 156 Statistics</td>
<td>3</td>
</tr>
<tr>
<td>CHM 271 Organic Chemistry II (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>PHY 172 College Physics II (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>Social Sciences Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td>17</td>
</tr>
</tbody>
</table>
## Pre-Physical Therapy

<table>
<thead>
<tr>
<th>First Year/First Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 110 Success Seminar</td>
<td>.5</td>
</tr>
<tr>
<td>ENG 105 Composition I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 112 General Biology I (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>CHM 166 General Chemistry I (w/lab)</td>
<td>5</td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td>15.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Year/Second Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 106 Composition II</td>
<td>3</td>
</tr>
<tr>
<td>BIO 113 General Biology II (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>CHM 176 General Chemistry II (w/lab)</td>
<td>5</td>
</tr>
<tr>
<td>MAT 210 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year/First Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SPC 101 Fundamentals of Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>PHY 162 College Physics I (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 162 Essentials of Anatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 111 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year/Second Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 156 Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 172 College Physics II (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>Social Sciences Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Psychology Elective*</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

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

## Psychology

<table>
<thead>
<tr>
<th>First Year/First Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 110 Success Seminar</td>
<td>.5</td>
</tr>
<tr>
<td>PSY 111 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ENG 105 Composition I</td>
<td>3</td>
</tr>
<tr>
<td>SOC 110 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>REL 101 Survey of World Religions</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td>16.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Year/Second Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 106 Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 156 Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 121 Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences Requirement</td>
<td>3-4</td>
</tr>
<tr>
<td>Psychology Elective*</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td>15-16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year/First Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SPC 101 Fundamentals of Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>Psychology Electives*</td>
<td>6</td>
</tr>
<tr>
<td>PHI 105 Intro to Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Sociology Elective**</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year/Second Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology Electives*</td>
<td>6</td>
</tr>
<tr>
<td>Sociology Elective**</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences Requirement</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

*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 SDC 120 Marriage and Family.
# Secondary Education

## First Year/First Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDV 110</td>
<td>Success Seminar</td>
<td>.5</td>
</tr>
<tr>
<td>PSY 111</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ENG 105</td>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>EDU 213</td>
<td>Introduction to Education</td>
<td>3</td>
</tr>
</tbody>
</table>

### Mathematics Requirement
3

### Humanities Requirement
3

**Total Credit Hours**
15.5

## First Year/Second Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 106</td>
<td>Composition II</td>
<td>3</td>
</tr>
<tr>
<td>PSY 121</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

### Mathematics Requirement
3

### Social Sciences Requirement
3

### Natural Sciences Requirement*
4

**Total Credit Hours**
16

## Second Year/First Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPC 101</td>
<td>Fundamentals of Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>POL 111</td>
<td>American National Government</td>
<td>3</td>
</tr>
</tbody>
</table>

### Humanities Requirement
3

### Natural Sciences Requirement*
3

### General Education Elective
3

### Physical Education Activity
1

**Total Credit Hours**
16

## Second Year/Second Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 281</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

### Humanities Requirement
3

### Social Sciences Requirement
3

### General Education Electives
6

### Physical Education Activity
1

**Total Credit Hours**
16

*It is recommended that education majors take one biological science and one physical science course, with at least one containing a lab.*
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 & Technical Education Programs

Associate of Applied Science 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.

Credit hours granted in various programs are not necessarily transferrable to other institutions. Transfer of credits to a four-year program in 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:

- Agricultural Production Technology--associate of applied science degree
- 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 can be a pre-CPA track that can be transferred to a four-year institution.

### Associate of Science (AS) Degree in Accounting

#### Year 1

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success Seminar</td>
<td>SDV 110</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>Principles of Accounting I</td>
<td>ACC 131</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Introduction to Business</td>
<td>BUS 102</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Introduction to Keyboarding or proof of competency</td>
<td>ADM 105</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Introduction to Computers</td>
<td>CSC 110</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Composition I</td>
<td>ENG 105</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>General Education Elective</td>
<td>See below</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>Varies</td>
<td>1*</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>18.5</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
<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>
<td></td>
</tr>
<tr>
<td>Composition II or Business Communications</td>
<td>ENG 106 BUS 121</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Intermediate Algebra or higher level math</td>
<td>MAT 101</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>General Education Elective</td>
<td>See below</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Business Math and Calculators</td>
<td>BUS 110</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>Varies</td>
<td>1*</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>17</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Subject to waiver

**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
- Comprehensive Spreadsheets: BCA 152 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
- Comprehensive Databases: BCA 167 3

Students must complete 70.5 credit hours and maintain a 2.0 grade point average to be awarded the associate of science degree in accounting.

### Year 2

<table>
<thead>
<tr>
<th>Fall Semester - Second Year</th>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Accounting I</td>
<td>ACC 211</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Computer Accounting</td>
<td>ACC 311</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Business Law I</td>
<td>BUS 185</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Principles of Macroeconomics</td>
<td>ECN 120</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Business/Computer Elective</td>
<td>See below</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Oral Communication</td>
<td>SPC 101</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>18</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester - Second Year</th>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost Accounting</td>
<td>ACC 221</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Income Tax Accounting</td>
<td>ACC 261</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Pre-Employment Strategies</td>
<td>SDV 153</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
<td>ECN 130</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Statistics or Quantitative Methods for Business Decision Making</td>
<td>MAT 156 BUS 230</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Business Problem Solving</td>
<td>BUS 238</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>17</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**AS Degree Total:** **70.5**

Students should check with an advisor for correct semester and section numbers. This document is for advising and schedule planning purposes only.
Agricultural Business
Award: Associate of Science Degree
This two-year program combines business administration with agricultural science and includes current ecological issues related to preserving our environment. Careers in agricultural business include business, 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.

<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 - Second Year</strong></td>
</tr>
<tr>
<td><img src="image-url" alt="Image" /></td>
<td><img src="image-url" alt="Image" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course Name" /></td>
<td><img src="image-url" alt="Course Name" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course #" /></td>
<td><img src="image-url" alt="Course #" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Credits" /></td>
<td><img src="image-url" alt="Credits" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course Name" /></td>
<td><img src="image-url" alt="Course Name" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course #" /></td>
<td><img src="image-url" alt="Course #" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Credits" /></td>
<td><img src="image-url" alt="Credits" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course Name" /></td>
<td><img src="image-url" alt="Course Name" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course #" /></td>
<td><img src="image-url" alt="Course #" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Credits" /></td>
<td><img src="image-url" alt="Credits" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course Name" /></td>
<td><img src="image-url" alt="Course Name" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course #" /></td>
<td><img src="image-url" alt="Course #" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Credits" /></td>
<td><img src="image-url" alt="Credits" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course Name" /></td>
<td><img src="image-url" alt="Course Name" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course #" /></td>
<td><img src="image-url" alt="Course #" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Credits" /></td>
<td><img src="image-url" alt="Credits" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course Name" /></td>
<td><img src="image-url" alt="Course Name" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course #" /></td>
<td><img src="image-url" alt="Course #" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Credits" /></td>
<td><img src="image-url" alt="Credits" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course Name" /></td>
<td><img src="image-url" alt="Course Name" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course #" /></td>
<td><img src="image-url" alt="Course #" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Credits" /></td>
<td><img src="image-url" alt="Credits" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course Name" /></td>
<td><img src="image-url" alt="Course Name" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course #" /></td>
<td><img src="image-url" alt="Course #" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Credits" /></td>
<td><img src="image-url" alt="Credits" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course Name" /></td>
<td><img src="image-url" alt="Course Name" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course #" /></td>
<td><img src="image-url" alt="Course #" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Credits" /></td>
<td><img src="image-url" alt="Credits" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course Name" /></td>
<td><img src="image-url" alt="Course Name" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course #" /></td>
<td><img src="image-url" alt="Course #" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Credits" /></td>
<td><img src="image-url" alt="Credits" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course Name" /></td>
<td><img src="image-url" alt="Course Name" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course #" /></td>
<td><img src="image-url" alt="Course #" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Credits" /></td>
<td><img src="image-url" alt="Credits" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course Name" /></td>
<td><img src="image-url" alt="Course Name" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course #" /></td>
<td><img src="image-url" alt="Course #" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Credits" /></td>
<td><img src="image-url" alt="Credits" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course Name" /></td>
<td><img src="image-url" alt="Course Name" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course #" /></td>
<td><img src="image-url" alt="Course #" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Credits" /></td>
<td><img src="image-url" alt="Credits" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course Name" /></td>
<td><img src="image-url" alt="Course Name" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course #" /></td>
<td><img src="image-url" alt="Course #" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Credits" /></td>
<td><img src="image-url" alt="Credits" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course Name" /></td>
<td><img src="image-url" alt="Course Name" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course #" /></td>
<td><img src="image-url" alt="Course #" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Credits" /></td>
<td><img src="image-url" alt="Credits" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course Name" /></td>
<td><img src="image-url" alt="Course Name" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course #" /></td>
<td><img src="image-url" alt="Course #" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Credits" /></td>
<td><img src="image-url" alt="Credits" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course Name" /></td>
<td><img src="image-url" alt="Course Name" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course #" /></td>
<td><img src="image-url" alt="Course #" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Credits" /></td>
<td><img src="image-url" alt="Credits" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course Name" /></td>
<td><img src="image-url" alt="Course Name" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course #" /></td>
<td><img src="image-url" alt="Course #" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Credits" /></td>
<td><img src="image-url" alt="Credits" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course Name" /></td>
<td><img src="image-url" alt="Course Name" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course #" /></td>
<td><img src="image-url" alt="Course #" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Credits" /></td>
<td><img src="image-url" alt="Credits" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course Name" /></td>
<td><img src="image-url" alt="Course Name" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course #" /></td>
<td><img src="image-url" alt="Course #" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Credits" /></td>
<td><img src="image-url" alt="Credits" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course Name" /></td>
<td><img src="image-url" alt="Course Name" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course #" /></td>
<td><img src="image-url" alt="Course #" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Credits" /></td>
<td><img src="image-url" alt="Credits" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course Name" /></td>
<td><img src="image-url" alt="Course Name" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course #" /></td>
<td><img src="image-url" alt="Course #" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Credits" /></td>
<td><img src="image-url" alt="Credits" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course Name" /></td>
<td><img src="image-url" alt="Course Name" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course #" /></td>
<td><img src="image-url" alt="Course #" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Credits" /></td>
<td><img src="image-url" alt="Credits" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course Name" /></td>
<td><img src="image-url" alt="Course Name" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course #" /></td>
<td><img src="image-url" alt="Course #" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Credits" /></td>
<td><img src="image-url" alt="Credits" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course Name" /></td>
<td><img src="image-url" alt="Course Name" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course #" /></td>
<td><img src="image-url" alt="Course #" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Credits" /></td>
<td><img src="image-url" alt="Credits" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course Name" /></td>
<td><img src="image-url" alt="Course Name" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course #" /></td>
<td><img src="image-url" alt="Course #" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Credits" /></td>
<td><img src="image-url" alt="Credits" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course Name" /></td>
<td><img src="image-url" alt="Course Name" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course #" /></td>
<td><img src="image-url" alt="Course #" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Credits" /></td>
<td><img src="image-url" alt="Credits" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course Name" /></td>
<td><img src="image-url" alt="Course Name" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Course #" /></td>
<td><img src="image-url" alt="Course #" /></td>
</tr>
<tr>
<td><img src="image-url" alt="Credits" /></td>
<td><img src="image-url" alt="Credits" /></td>
</tr>
</tbody>
</table>

* Subject to waiver

Students must complete 64.5 credits and maintain a 2.0 grade point average to be awarded an associate of science degree in agricultural business.

*Ag business electives include, but are not limited to:
Animal Science AGS 810 3
Issues in Sustainable Agriculture AGA 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 should check with an advisor for correct semester and section numbers. This document is for advising and schedule planning purposes only.
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 the opportunity to gain applied skills and knowledge that 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.

### Associate of Applied Science Degree (AAS)

in Agricultural Production Technology

#### Year 1

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success Seminar</td>
<td>SDV 110</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>Principles of Agronomy</td>
<td>AGA 114</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Introduction to Computers</td>
<td>CSC 110</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Oral Communication</td>
<td>SPC 101</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Technical Math</td>
<td>MAT 743</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Livestock Merchandising</td>
<td>AGS 280</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Agriculture Lab</td>
<td>AGC 909</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>15.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Microeconomics</td>
<td>ECN 130</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Grain and Forage Crops</td>
<td>AGA 212</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Agriculture Applications of Computers</td>
<td>AGC 308</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Survey of the Animal Industry</td>
<td>AGS 112</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Agriculture Lab</td>
<td>AGC 909</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Term, Session 1</th>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship</td>
<td>AGB 932</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Term, Session 2</th>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship II</td>
<td>AGB 942</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Year 2

<table>
<thead>
<tr>
<th>Fall Semester - Second Year</th>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Accounting I</td>
<td>ACC 131</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Livestock Evaluation</td>
<td>AGS 305</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Introduction to Agriculture Markets</td>
<td>AGB 235</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Issues in Sustainable Ag or Leadership in Agriculture</td>
<td>AGA 450</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective (see below)</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Agriculture Lab</td>
<td>AGC 909</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester - Second Year</th>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Selling</td>
<td>AGB 336</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Farm Business Management</td>
<td>AGB 330</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Beef Cattle Science</td>
<td>AGS 226</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Sharpening Your Business Writing Skills</td>
<td>COM 101</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Pre-Employment Strategies</td>
<td>SDV 153</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Elective (see below)</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Agriculture Lab</td>
<td>AGC 909</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| AAS Degree Total: | 66.5 |         |         |

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

Students must complete 66.5 credits and maintain a 2.0 grade point average to be awarded an associate of applied science degree in agricultural production technology.
Automotive Repair Technology
Awards: Diploma or Associate of Applied Science Degree

In this program, students will learn theory, diagnostics and repair procedure 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. Students who complete the 1-year program receive a diploma in automotive repair. Students who complete the two-year program are awarded the associate of applied science degree in automotive repair technology.

**1-Year 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>.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 Mechanics</td>
<td>AUT 140</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>15.5</strong></td>
<td></td>
</tr>
</tbody>
</table>

**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><strong>13</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Summer Term**

<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><strong>10</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

**2-Year 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><strong>13</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Spring Semester - Second Year**

<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>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>17</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Summer Term - Second Year**

<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><strong>10</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

Students must complete 78.5 credits and maintain a 2.0 grade point average to be awarded the associate of applied science degree in automotive repair technology.

Students working through both 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 should check with an advisor for correct semester and section numbers.
This document is for advising and schedule planning purposes only.
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 such areas as finance, management, marketing or sales. Many former students have successfully launched their own businesses.

Associate of Science Degree (AS) in Business Administration

Year 1

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success Seminar</td>
<td>SDV 110</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>Principles of Accounting I</td>
<td>ACC 131</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Introduction to Business</td>
<td>BUS 102</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Composition I</td>
<td>ENG 105</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Introduction to KeyBoarding</td>
<td>ADM 105</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>or Proof of Competency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Computers</td>
<td>CSC 110</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Intermediate Algebra or</td>
<td>MAT 101</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Higher Level Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>Varies</td>
<td>1*</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total:</strong></td>
<td><strong>18.5</strong></td>
<td></td>
</tr>
</tbody>
</table>

Spring Semester

<table>
<thead>
<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</td>
<td>ENG 106</td>
<td>3</td>
</tr>
<tr>
<td>Communications</td>
<td>BUS 121</td>
<td></td>
</tr>
<tr>
<td>General Education Elective</td>
<td>See below</td>
<td>3</td>
</tr>
<tr>
<td>Business/Computer Elective</td>
<td>See below</td>
<td>3</td>
</tr>
<tr>
<td>Business/Computer Elective</td>
<td>See below</td>
<td>3</td>
</tr>
<tr>
<td>Computer Business Applications</td>
<td>BCA 215</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>Varies</td>
<td>1*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total:</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

* Subject to waiver

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

Students must complete 73.5 credit hours and maintain a 2.0 grade point average to be awarded the associate of science degree in business administration.

Year 2

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Statistics or</td>
<td>MAT 156</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Methods for Business</td>
<td>BUS 230</td>
<td></td>
</tr>
<tr>
<td>Decision Making</td>
<td></td>
<td></td>
</tr>
<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 Comm.</td>
<td>SPC 101</td>
<td>3</td>
</tr>
<tr>
<td>General Education Elective</td>
<td>See below</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

Spring Semester - Second Year

<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>Business/Computer Elective</td>
<td>See below</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

AS Degree Total: 73.5

Business/computer elective options available for emphasis tracks - Sales (S), Accounting (A), Management (M), Entrepreneurship (E) and Sports Management (SM):
- Principles of Selling (S)  MKT 140  3
- E-commerce (S & E)          BUS 150  3
- Sales Internship (S)        MKT 286  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
- Introduction to Sports Management (SM)  PEH 255  3
- Introduction to Physical Education (SM)  PEH 162  3

November 2007
**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 Systems Engineer 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.

---

**Train For a Career in Business Systems Networking**

The business systems networking occupation is one of the fastest growing occupations in Iowa. Train for your career at Southwestern Community College (SWCC), and you will benefit from a quality program with the following highlights:

- Hands-on experience with state-of-the-art equipment, guided by an instructor with real-world experience.
- Learn to design, install, configure, and monitor an organization's local area network (LAN), wide area network (WAN), and Internet access.
- Be prepared for the Microsoft Certified Systems Engineer (MCSE), CompTIA A+, and the Microsoft Certified Systems Engineer (MCSE) certification exams.

---

**What are some examples of careers I could pursue with this diploma/degree?**

- Network administrator, technician or specialist
- Systems administrator, network engineer
- Data communication analyst

---

**Future earning information**

According to the Iowa Workforce Development Web site, the average salary range for these positions is $39,220 to $55,960 per year.

---

**Sign me up! How do I apply?**

Simply go to www.swcciowa.edu to apply for admission online, or call (641) 782-7081 or toll-free (800) 247-4023 to request an application. You will need to submit a final high school transcript or General Educational Development (GED) scores, as well as official transcripts from all colleges/universities attended. You must complete assessment requirements before enrolling in classes. You may provide an ACT composite score of 19 or higher, or take the COMPASS test at any SWCC campus or center.

---

**Program contact information**

Loyal Winborn, business systems networking instructor
(641) 782-1363 or toll-free (800) 247-4023
winborn@swcciowa.edu

---

**1-Year Diploma**

### Fall Semester

<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>.5</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 Comm.</td>
<td>SPC 101</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total: 15.5**

### 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 App.</td>
<td>BCA 215</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total: 16**

### Summer Term

<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>
</tbody>
</table>

**Total: 10**

**1-Year Diploma Total: 41.5**

---

**2-Year Associate of Applied Science Degree**

### Fall Semester - Second Year

<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 Infrastructures</td>
<td>NET 333</td>
<td>3</td>
</tr>
<tr>
<td>Human Relations or Intro. to Psychology or other social sciences course (with approval of instructor)</td>
<td>BUS 161</td>
<td>3</td>
</tr>
<tr>
<td>Comprehensive Databases</td>
<td>BCA 167</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total: 18**

### Spring Semester - Second Year

<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 Databases 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 other social sciences course (with approval of instructor)</td>
<td>ENG 105</td>
<td>3</td>
</tr>
<tr>
<td>Pre-Employment Strategies (1 credit) and Sharpening Your Business Writing Skills (2 credits)</td>
<td>SDV 153</td>
<td>3</td>
</tr>
<tr>
<td>Composition I or other social sciences course (with approval of instructor)</td>
<td>COM 101</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total: 18**

**AAS Degree Total (including 1-year diploma): 77.5**

Students must complete 41.5 credits and maintain a 2.0 grade point average to be awarded a diploma in business systems networking.

Students must complete 77.5 credits and maintain a 2.0 grade point average to be awarded the associate of applied science degree in business systems networking.

---

Students should check with an advisor for correct semester and section numbers.  
This document 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.

Train For a Career in Carpentry and Building Trades

This program will prepare you for entry into all carpentry fields, from residential home construction to commercial building. You will benefit from a quality program with the following highlights:

• Experience building a 3,000 square-foot home every year.
• Learn how to build hip and valley stick frame roofs, raised panel cabinetry, over-the-post railing systems, and finished oak stairs.

What careers will this diploma/degree prepare me for?

• Building contractor
• Building materials sales
• Carpenter
• Sheetrock hanger and finisher
• Roofer
• Plumber
• Concrete finisher

Future earning information

According to the Iowa Workforce Development Web site, the average annual salary for these positions ranges from $28,000 to $37,500.

Sign me up! How do I apply?

Simply go to www.swcciowa.edu to apply for admission online, or call (641) 782-7081 or (800) 247-4023 to request an application. You will need to submit a final high school transcript or General Educational Development (GED) scores, as well as official transcripts from all colleges/universities attended. You must complete assessment requirements before enrolling in classes. You may provide an ACT composite score of 19 or higher, or take the COMPASS test at any SWCC campus or center.

Program contact information

Dick Downing, carpentry and building trades instructor
(641) 782-1476 or toll-free (800) 247-4023, ext. 476
downing@swcciowa.edu

1-Year Diploma

Fall Semester

<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>.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>

Spring Semester

<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</strong></td>
</tr>
</tbody>
</table>

Summer Term

<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</strong></td>
</tr>
</tbody>
</table>

1-Year Diploma Total: **44.5**

2-Year Associate of Applied Science Degree (AAS) in Carpentry and Building Trades

Fall Semester - Second Year

<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</strong></td>
</tr>
</tbody>
</table>

Spring Semester - Second Year

<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>Intro to Business</td>
<td>BUS 102</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>16</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 the associate of applied science degree in carpentry and building trades.

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

Students should check with an advisor for correct semester and section numbers.

This document is for advising and schedule planning purposes only.

November 2007
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, plastics 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. The is an I-CAR Gold Class Professional program.

### Diploma or Associate of Applied Science Degree (AAS) in Collision Repair/Refinish

#### 1-Year 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>.5</td>
</tr>
<tr>
<td>Technical Math</td>
<td>MAT 743</td>
<td>3</td>
</tr>
<tr>
<td>Intro. to Collision Repair</td>
<td>CRR 301</td>
<td>1</td>
</tr>
<tr>
<td>Sheet Metal Welding</td>
<td>CRR 101</td>
<td>2</td>
</tr>
<tr>
<td>Sheet Metal Fundamentals</td>
<td>CRR 324</td>
<td>4</td>
</tr>
<tr>
<td>Non-Structural Repairs</td>
<td>CRR 420</td>
<td>4</td>
</tr>
<tr>
<td>Intro. to Refinishing</td>
<td>CRR 804</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>18.5</strong></td>
</tr>
</tbody>
</table>

#### Spring Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharpening Your Business</td>
<td>COM 101</td>
<td>1</td>
</tr>
<tr>
<td>Writing Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Employment Strategies</td>
<td>SDV 153</td>
<td>2</td>
</tr>
<tr>
<td>Estimating</td>
<td>CRR 743</td>
<td>3</td>
</tr>
<tr>
<td>Plastic Repair</td>
<td>CRR 201</td>
<td>2</td>
</tr>
<tr>
<td>Frame and Uni-body Damage</td>
<td>CRR 504</td>
<td>4</td>
</tr>
<tr>
<td>Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refinishing II</td>
<td>CRR 833</td>
<td>3</td>
</tr>
<tr>
<td>Collision Lab I</td>
<td>CRR 361</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>

#### Summer Term

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical Repairs</td>
<td>CRR 602</td>
<td>2</td>
</tr>
<tr>
<td>Structural Repair</td>
<td>CRR 534</td>
<td>4</td>
</tr>
<tr>
<td>Collision Lab II</td>
<td>CRR 362</td>
<td>3</td>
</tr>
<tr>
<td>Auto Service Management</td>
<td>AUT 870</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>

**1-Year Diploma Total: 48.5**

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

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Relations</td>
<td>BUS 161</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Structural Repair</td>
<td>CRR 572</td>
<td>2</td>
</tr>
<tr>
<td>Advanced Estimating</td>
<td>CRR 760</td>
<td>2</td>
</tr>
<tr>
<td>Collision Lab III</td>
<td>CRR 363</td>
<td>2</td>
</tr>
<tr>
<td>Introduction to Automotive</td>
<td>AUT 104</td>
<td>3</td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automotive Brake Systems</td>
<td>AUT 503</td>
<td>3</td>
</tr>
<tr>
<td>Automotive Suspension and</td>
<td>AUT 404</td>
<td>4</td>
</tr>
<tr>
<td>Steering</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>

#### Spring Semester - Second Year

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Science (with lab)</td>
<td>PHS 125</td>
<td>4</td>
</tr>
<tr>
<td>Collision Lab IV</td>
<td>CRR 364</td>
<td>2</td>
</tr>
<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>Advanced Welding Techniques</td>
<td>CRR 116</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>18</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 the associate of applied science degree in collision repair/refinish.

Students working through both 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.

Students should check with an advisor for correct semester and section numbers.

This document is for advising and schedule planning purposes only.

April 2008
Graphic Design Certificate

Award: Certificate

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

9-Month Graphic Design Certificate

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Computer Graphic Design</td>
<td>ART 117</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Web Multimedia</td>
<td>GRA 158</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Layout Design</td>
<td>GRA 176</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</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>Introduction to Computer Animation</td>
<td>ART 130</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Web Design</td>
<td>GRA 151</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Digital Design</td>
<td>GRA 137</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td><strong>Certificate Total:</strong></td>
<td></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

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

Students must complete 18 credits and maintain a 2.0 grade point average to be awarded the graphic design certificate.

Students should check with an advisor for correct semester and section numbers. This document is for advising and schedule planning purposes only.
Help Desk Diploma
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.

### 1-Year Help Desk Diploma

#### Fall Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keyboarding or Proof of Competency</td>
<td>ADM 105</td>
<td>1</td>
</tr>
<tr>
<td>Computer Business Applications</td>
<td>BCA 215</td>
<td>3</td>
</tr>
<tr>
<td>Comprehensive Databases</td>
<td>BCA 167</td>
<td>3</td>
</tr>
<tr>
<td>Human Relations</td>
<td>BUS 161</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><strong>Total:</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### Spring Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Spreadsheets</td>
<td>BCA 152</td>
<td>3</td>
</tr>
<tr>
<td>PC Operating Systems</td>
<td>CIS 650</td>
<td>3</td>
</tr>
<tr>
<td>Intro to Programming Logic</td>
<td>CIS 121</td>
<td>3</td>
</tr>
<tr>
<td>Pre-Employment Strategies</td>
<td>SDV 153</td>
<td>2</td>
</tr>
<tr>
<td>Sharpening Your Business Writing Skills</td>
<td>COM 101</td>
<td>1</td>
</tr>
<tr>
<td>Fundamentals of Oral Communication</td>
<td>SPC 101</td>
<td>3</td>
</tr>
<tr>
<td>Keyboarding Competency</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Diploma Total:** 31

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

Students must complete 31 credits and maintain a 2.0 grade point average to be awarded the help desk diploma.

Students should check with an advisor for correct semester and section numbers. This document is for advising and schedule planning purposes only.
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, 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>Success Seminar</td>
<td>SDV 110</td>
<td>.5</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</td>
<td>ACC 111</td>
<td>3 or</td>
</tr>
<tr>
<td>Principles of Accounting</td>
<td>ACC 131</td>
<td>4</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>
</tbody>
</table>

Total: **18.5**

#### 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>
</tbody>
</table>

Total: **18**

### Year 2

#### Fall Semester - Second Year

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Databases</td>
<td>BCA 167</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</td>
<td>BUS 185</td>
<td>3</td>
</tr>
<tr>
<td>Compliance</td>
<td>NET 731</td>
<td></td>
</tr>
<tr>
<td>Visual Basic</td>
<td>CIS 604</td>
<td>3</td>
</tr>
<tr>
<td>Social Science/Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Total: **18**

#### Spring Semester - Second Year

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Databases and SQL</td>
<td>CIS 339</td>
<td>3</td>
</tr>
<tr>
<td>Networking/Programming Elective</td>
<td></td>
<td></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>Comprehensive Spreadsheets</td>
<td>BCA 152</td>
<td>3</td>
</tr>
<tr>
<td>Math/Science Elective</td>
<td></td>
<td>3 or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Total: **20**

**AAS Degree Total:** **74.5**

Math/science elective options include, but are not limited to:

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Algebra or higher level</td>
<td>MAT 120</td>
<td>3</td>
</tr>
<tr>
<td>math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introductory Biology (with lab)</td>
<td>BIO 105</td>
<td>4</td>
</tr>
<tr>
<td>Physical Science (with lab)</td>
<td>PHS 125</td>
<td>4</td>
</tr>
</tbody>
</table>

Students must complete 74.5 credits and maintain a 2.0 grade point average to be awarded the associate of applied science degree in management information systems.

*Students should check with an advisor for correct semester and section numbers.*

This document is for advising and schedule planning purposes only.

November 2007
## Medical Transcription

**Award:** Diploma or 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.

### 1-Year Medical Transcription Diploma

#### Fall Semester

<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>.5</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>
</tbody>
</table>

**Total:** 18.5

#### 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 Comm.</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>
</tbody>
</table>

**Total:** 13

**Diploma Total:** 31.5

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

Students must complete 31.5 credits and maintain a 2.0 grade point average to be awarded the medical transcription diploma.

**Students should check with an advisor for correct semester and section numbers. This document is for advising and schedule planning purposes only.**

November 2007
Train For a Career in Medical Transcription

Careers in medical transcription have great growth potential in the state of Iowa. Medical transcriptionists work in hospitals, clinics, physician offices, and other medical offices. As a medical transcriptionist, your job would be to listen to dictations/recordings made by physicians or other healthcare professionals and transcribe them, creating medical reports. These reports eventually become part of the patient's permanent files.

Train for your medical transcription career at Southwest-ern Community College (SWCC) and you will benefit from a quality program with the following highlights:

- Hands-on experience training from experienced instructors
- Small class sizes
- State-of-the-art equipment

Future earning information

According to the Iowa Workforce Development Web site, the average salary for these positions is $25,710 per year.

Sign me up! How do I apply?

Simply go to www.swcciowa.edu to apply for admission online, or call (641) 782-7081 or (800) 247-4023 to request an application. You will need to submit a final high school transcript or General Educational Development (GED) scores, as well as official transcripts from all colleges/universities attended. You also must complete assessment requirements before enrolling in classes. You may provide an ACT composite score of 19 or higher, or take the COMPASS test at any SWCC campus or center.

Program contact information

Barb Brown, business instructor, (641) 782-1433 or toll-free (800) 247-4023, ext. 433
brown@swcciowa.edu

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

Associate of Applied Science Degree (AAS) in Medical Transcription

### Year 1

#### Fall Semester

<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>.5</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>Medical Terminology (fall only)</td>
<td>HSC 114</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>Pharmacology Basics (fall only)</td>
<td>PNN 208</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Computers</td>
<td>CSC 110</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>18.5</strong></td>
</tr>
</tbody>
</table>

#### Spring Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements of Writing</td>
<td>ENG 101</td>
<td>3</td>
</tr>
<tr>
<td>Medical Transcription I (spring only)</td>
<td>MTR 120</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Oral Communication</td>
<td>SPC 101</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Psychology</td>
<td>PSY 111</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

### Year 2

#### Fall Semester - Second Year

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Transcription II (fall only)</td>
<td>MTR 121</td>
<td>3</td>
</tr>
<tr>
<td>Office Procedures (fall only)</td>
<td>ADM 162</td>
<td>3</td>
</tr>
<tr>
<td>Composition I</td>
<td>ENG 105</td>
<td>3</td>
</tr>
<tr>
<td>Business Law I (fall only)</td>
<td>BUS 185</td>
<td>3</td>
</tr>
<tr>
<td>First Aid</td>
<td>PEH 141</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

#### Spring Semester - Second Year

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship</td>
<td>BUS 932</td>
<td>4</td>
</tr>
<tr>
<td>Business Math and Calculators (spring only)</td>
<td>BUS 110</td>
<td>3</td>
</tr>
<tr>
<td>Pre-Employment Strategies</td>
<td>SDV 153</td>
<td>2</td>
</tr>
<tr>
<td>Business Communications</td>
<td>BUS 121</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**AAS Degree Total:** **65.5**

Students must complete 65.5 credits and maintain a 2.0 grade point average to be awarded the associate of applied science degree in medical transcription.

Students should check with an advisor for correct semester and section numbers. This document is for advising and schedule planning purposes only.

November 2007
**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. Southwestern graduates achieve a high pass rate upon taking the exam for the first time.

---

**1-Year Practical Nursing Diploma**

**Fall Semester**

- Fundamentals of Nursing I: PNN 172, 4 credits
- Fundamentals of Nursing II: PNN 173, 4 credits
- Pharmacology: PNN 231, 3 credits
- Introduction to Psychology*: PSY 111, 3 credits
- Essentials of Anatomy and Physiology *: BIO 162, 3 credits

**Total:** 17 credits

**Spring Semester**

- Maternal-Child Health: PNN 434, 4 credits
- Medical-Surgical Nursing I: PNN 531, 7 credits
- Developmental Psychology *: PSY 121, 3 credits
- Nutrition *: BIO 151, 3 credits

**Total:** 17 credits

**Summer Term**

- Medical-Surgical Nursing II: PNN 532, 3 credits
- Introduction to Sociology *: SOC 110, 3 credits
- Composition I *: ENG 105, 3 credits

**Total:** 9 credits

**LPN Total:** 43 credits

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

---

**2-Year Registered Nursing Associate of Applied Science Degree**

**Fall Semester**

- Medical-Surgical Nursing: ADN 561, 7 credits
- Mental Health Nursing: ADN 476, 6.5 credits
- Microbiology *: BIO 186, 4 credits

**Total:** 17.5 credits

**Spring Semester**

- Comprehensive Nursing: ADN 563, 10.5 credits
- Advanced Maternal-Child Health I: ADN 433, 4 credits
- Essentials of Anatomy and Physiology (with lab) *: BIO 163, 4 credits

**Total:** 18.5 credits

**Summer Term**

- Trends and Issues: ADN 831, 3 credits
- Employment Empowerment: ADN 850, 1 credit
- Advanced Maternal-Child Health II: ADN 443, 3 credits

**Total:** 7 credits

**RN Total (including LPN):** 86 credits

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.

---

*These pre-nursing courses may be taken prior to official program acceptance, distributing semester hours across three, rather than two, years. All pre-nursing courses can be taken through the Iowa Community College Online Consortium (ICCCOC) 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 at right for more information.*

Students should check with an advisor for correct section numbers and semester. This document is for advising and schedule planning purposes only.
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.

Additional Nursing Applicant Requirements

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.

• Complete the Nursing Entrance Test (NET).

• 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), and introduction to sociology (SOC 110).

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) NET scores
3) Any pre-nursing (arts and sciences) courses within the LPN program completed with a “C” grade or higher
4) 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, 2, and 4 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) or cumulative GPA if more than 30 credits have been earned since LPN graduation.

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>Course Name</th>
<th>Course #</th>
<th>Credits</th>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Psychology</td>
<td>PSY 111</td>
<td>3</td>
<td>Developmental Psychology</td>
<td>PSY 121</td>
<td>3</td>
</tr>
<tr>
<td>Composition I</td>
<td>ENG 105</td>
<td>3</td>
<td>Introduction to Sociology</td>
<td>SOC 110</td>
<td>3</td>
</tr>
<tr>
<td>Nutrition</td>
<td>BIO 151</td>
<td>3</td>
<td>Microbiology (RN-bound)</td>
<td>BIO 186</td>
<td>4</td>
</tr>
<tr>
<td>Essentials of Anatomy and Physiology (LPN) or Human Anatomy and Physiology I (with lab, RN-bound)</td>
<td>BIO 162</td>
<td>3</td>
<td>Essentials of Anatomy and Physiology (with lab, BIO 162 pre-requisite) or Human Anatomy and Physiology II (with lab, BIO 168 pre-requisite)</td>
<td>BIO 163</td>
<td>4</td>
</tr>
<tr>
<td>Pharmacology Basics (optional)</td>
<td>PNN 208</td>
<td>3</td>
<td>Pharmacology Basics (optional)</td>
<td>PNN 208</td>
<td>3</td>
</tr>
</tbody>
</table>

Students should check with an advisor for correct section numbers and semester. This document is for advising and schedule planning purposes only. April 2008
### Office Skills Diploma

**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 Office Skills Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
</tr>
<tr>
<td><strong>Course Name</strong></td>
</tr>
<tr>
<td>Success Seminar</td>
</tr>
<tr>
<td>Elements of Writing</td>
</tr>
<tr>
<td>Intro to Accounting</td>
</tr>
<tr>
<td>Intro to Computers</td>
</tr>
<tr>
<td>Keyboarding</td>
</tr>
<tr>
<td>Keyboarding II</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           |
| Integrated Computer Business Applications | BCA 221 | 3         |
| Fundamentals of Oral Communication    | SPC 101      | 3           |
| **Total:**                            | **17**       |
| **Diploma Total:**                    | **35.5**     |

Students must complete 35.5 credits and maintain a 2.0 grade point average to be awarded the office skills diploma.

**Students should check with an advisor for correct semester and section numbers. This document is for advising and schedule planning purposes only.**
**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. Nine-month office skills and help desk diploma programs are also available.

---

### Associate of Science (AS) Degree in Office Systems Specialist

#### Year 1

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Name</strong></td>
<td><strong>Course #</strong></td>
</tr>
<tr>
<td>Success Seminar</td>
<td>SDV 110</td>
</tr>
<tr>
<td>Keyboarding</td>
<td>ADM 112</td>
</tr>
<tr>
<td>Office Procedures</td>
<td>ADM 162</td>
</tr>
<tr>
<td>Introduction to Computers</td>
<td>CSC 110</td>
</tr>
<tr>
<td>Keyboarding II</td>
<td>ADM 116</td>
</tr>
<tr>
<td>Intermediate Algebra</td>
<td>MAT 101</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>15.5</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Name</strong></td>
<td><strong>Course #</strong></td>
</tr>
<tr>
<td>Business Math and Calculators</td>
<td>BUS 110</td>
</tr>
<tr>
<td>Computer Business App.</td>
<td>BCA 215</td>
</tr>
<tr>
<td>Integrated Computer Bus. App</td>
<td>BCA 221</td>
</tr>
<tr>
<td>Principles of Accounting I</td>
<td>ACC 131</td>
</tr>
<tr>
<td>Elements of Writing</td>
<td>ENG 101</td>
</tr>
<tr>
<td><strong>General Education Elective</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>

#### Year 2

<table>
<thead>
<tr>
<th>Fall Semester - Second Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Name</strong></td>
<td><strong>Course #</strong></td>
</tr>
<tr>
<td>Business Law I</td>
<td>BUS 185</td>
</tr>
<tr>
<td>Layout Design</td>
<td>GRA 176</td>
</tr>
<tr>
<td>Introduction to Business</td>
<td>BUS 102</td>
</tr>
<tr>
<td>Composition I</td>
<td>ENG 105</td>
</tr>
<tr>
<td><strong>General Education Elective</strong></td>
<td></td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester - Second Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Name</strong></td>
<td><strong>Course #</strong></td>
</tr>
<tr>
<td>Fundamentals of Oral Communication</td>
<td>SPC 101</td>
</tr>
<tr>
<td>Personal Finance</td>
<td>ECN 115</td>
</tr>
<tr>
<td>Business Communications</td>
<td>BUS 121</td>
</tr>
<tr>
<td>Pre-Employment Strategies</td>
<td>SDV 153</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td></td>
</tr>
<tr>
<td><strong>Business/IT/Related Elective</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

AS Degree Total: **65.5**

Students must complete 65.5 credit hours and maintain a 2.0 grade point average to be awarded the associate of science degree in office systems specialist.

---

Students should check with an advisor for correct semester and section numbers. This document is for advising and schedule planning purposes only.

December 2007
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.

The general education component shall include at least one course from each of the following: communications, social science/humanities, mathematics (MAT 101 intermediate algebra or above)/sciences (with lab).

Students should check with an advisor for correct semester and section numbers. This document is for advising and schedule planning purposes only.
### Professional Music (continued)

**Award:** Associate of Applied Arts Degree

---

#### SWCC Suggested Course Outline/Advising Checklist

**Associate Arts Degree in Professional Music**

---

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Course Name</td>
</tr>
<tr>
<td>✓</td>
<td>Music Theory III</td>
</tr>
<tr>
<td></td>
<td>Jazz Keyboard III</td>
</tr>
<tr>
<td></td>
<td>Vocal Jazz Ensemble OR Instrumental Jazz Ensemble</td>
</tr>
<tr>
<td></td>
<td>Concert Choir OR Concert Band</td>
</tr>
<tr>
<td></td>
<td>Applied Piano</td>
</tr>
<tr>
<td></td>
<td>Solo Jazz Performance and Literature II OR Jazz Improvisation II</td>
</tr>
<tr>
<td></td>
<td>Arranging III</td>
</tr>
<tr>
<td></td>
<td>Recording Studio Performance</td>
</tr>
<tr>
<td></td>
<td>Applied Voice, Brass, Woodwinds, Strings, or Percussion</td>
</tr>
<tr>
<td></td>
<td>Final Project II</td>
</tr>
<tr>
<td></td>
<td>*General Education Elective</td>
</tr>
<tr>
<td></td>
<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>Professional Music Seminar</td>
</tr>
<tr>
<td>Introduction to Studio Engineering and Production</td>
</tr>
<tr>
<td>Fundamentals of Conducting</td>
</tr>
<tr>
<td>Music Theory IV</td>
</tr>
<tr>
<td>Jazz Keyboard IV</td>
</tr>
<tr>
<td>Vocal Jazz Ensemble OR Instrumental Jazz Ensemble</td>
</tr>
<tr>
<td>Concert Choir OR Concert Band</td>
</tr>
<tr>
<td>Applied Piano</td>
</tr>
<tr>
<td>Arranging IV</td>
</tr>
<tr>
<td>Sophomore Recital</td>
</tr>
<tr>
<td>Applied Voice, Brass, Woodwinds, Strings, or Percussion</td>
</tr>
<tr>
<td>*General Education Elective</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
</tr>
</tbody>
</table>

**AAA Total: 73.5**

---

*The general education component shall include at least one course from each of the following: communications, social science/humanities, mathematics (MAT 101 intermediate algebra or above)/sciences (with lab).

Students must complete 73.5 credit hours and maintain a 2.0 grade point average to be awarded the associate of applied arts degree in professional music.

---

Students should check with an advisor for correct semester and section numbers. This document is for advising and schedule planning purposes only.
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.

Train For a Career in Structural Drafting

Structural drafting graduates are in high demand nationwide. Did you know that Southwestern Community College (SWCC) is one out of only three colleges in the nation who offers a diploma and degree in this area of expertise? Study for your structural drafting career at SWCC, and you'll benefit from a quality program with the following highlights:

• Hands-on experience training from experienced instructors.
• Small class sizes.
• A blend of fundamental and architectural drafting, technology, and computer-aided drafting (CAD).
• State-of-the-art equipment.

What career will this diploma/degree prepare me for?

• Architectural drafter or engineering technician
• Steel fabrication detailer
• Construction project assistant
• Construction inspector

Future earning information

According to the Iowa Workforce Development Web site, the average annual salary for these positions ranges from $29,980 to $46,790 per year.

Sign me up! How do I apply?

Simply go to www.swcciowa.edu to apply for admission online, or call (641) 782-7081 or (800) 247-4023 to request an application. You will need to submit a final high school transcript or General Education Development (GED) scores, as well as official transcripts from all colleges/universities attended. You also must complete assessment requirements before enrolling in classes. You may provide an ACT composite score of 19 or higher, or take the COMPASS test at any SWCC campus or center.

Program contact information

Al Binning, structural drafting instructor
(641) 782-1478 or toll-free (800) 247-4023, ext. 478 binning@swcciowa.edu

Students should check with an advisor for correct semester and section numbers. This document is for advising and schedule planning purposes only.

July 2008

1-Year Diploma Program

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Success Seminar</td>
<td>SDV 110</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td>Introduction to Keyboarding</td>
<td>ADM 105</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>or proof of competency</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fundamentals of Technical</td>
<td>DRF 113</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Drafting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plan Reading</td>
<td>STR 123</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Concrete Technology</td>
<td>STR 131</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Structural Steel Technology</td>
<td>STR 141</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>AutoCAD I</td>
<td>CAD 113</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>Elementary Algebra or</td>
<td>MAT 062</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Intermediate Algebra (pre-req</td>
<td>MAT 101</td>
<td></td>
</tr>
<tr>
<td></td>
<td>for year 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total:</td>
<td></td>
<td>20.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structural Steel Engineering</td>
<td>STR 146</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Trigonometry Segmental Functions</td>
<td>STR 151</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Applied Geometry</td>
<td>STR 156</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Steel Detailing I</td>
<td>STR 161</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Composition I</td>
<td>ENG 105</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Computer Business Applications</td>
<td>BCA 215</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>See below</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

Summer Term

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steel Detailing II</td>
<td>STR 166</td>
<td>4</td>
</tr>
<tr>
<td>AutoCAD II</td>
<td>CAD 117</td>
<td>3</td>
</tr>
<tr>
<td>Professional Development</td>
<td>STR 181</td>
<td>1</td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

1-Year Diploma Total: 46.5

2-Year Associate of Applied Science Degree

<table>
<thead>
<tr>
<th>Fall Semester - Second Year</th>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Algebra &amp; Trigonometry</td>
<td>MAT 127</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Connection Design</td>
<td>STR 201</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>SDS/2 Interactive Graphics</td>
<td>CAD 280</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Human Relations</td>
<td>BUS 161</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Business/Computer Science Elective</td>
<td>See below</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester - Second Year</th>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Science (with lab)</td>
<td>PHS 125</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Oral</td>
<td>SPC 101</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Communications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steel Detailing w DetailCAD</td>
<td>STR 225</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Steel Detailing with SDS/2</td>
<td>STR 226</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Business/Computer Science Electives</td>
<td>See below</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td>19</td>
<td></td>
</tr>
</tbody>
</table>

AAS Degree Total (including 1-year diploma): 82.5

Students must complete 82.5 credit hours and maintain a 2.0 grade point average to be awarded the associate of applied science degree in structural engineering technology.

Business/Computer Science Elective options include, but are not limited to:

<table>
<thead>
<tr>
<th>Intro &amp; Logic</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Business</td>
<td>BUS 102</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>MGT 101</td>
<td>3</td>
</tr>
<tr>
<td>Visual Basic</td>
<td>CIS 604</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Programming Logic</td>
<td>CIS 121</td>
<td>3</td>
</tr>
<tr>
<td>PC Operating Systems</td>
<td>CIS 650</td>
<td>3</td>
</tr>
<tr>
<td>Composition II</td>
<td>ENG 106</td>
<td>3</td>
</tr>
</tbody>
</table>

Students should check with an advisor for correct semester and section numbers. This document is for advising and schedule planning purposes only.
**SWCC**

**Associate of Applied Science (AAS) Degree in Web Programming**

### Year 1

<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>.5</td>
</tr>
<tr>
<td>Introduction to Computers or Computer Business Applications</td>
<td>CSC 110</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BCA 215</td>
<td></td>
</tr>
<tr>
<td>Human Relations</td>
<td>BUS 161</td>
<td>3</td>
</tr>
<tr>
<td>Visual BASIC</td>
<td>CIS 604</td>
<td>3</td>
</tr>
<tr>
<td>Composition I</td>
<td>ENG 105</td>
<td>3</td>
</tr>
<tr>
<td>Business/Math Elective</td>
<td>See below</td>
<td>3</td>
</tr>
<tr>
<td>General Education Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>18.5</strong></td>
</tr>
</tbody>
</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>Introduction to Programming Logic</td>
<td>CIS 121</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Oral Communication</td>
<td>SPC 101</td>
<td>3</td>
</tr>
<tr>
<td>PC Operating Systems</td>
<td>CIS 650</td>
<td>3</td>
</tr>
<tr>
<td>Business/Math Elective</td>
<td>See below</td>
<td>3</td>
</tr>
<tr>
<td>Programming/Networking Elective</td>
<td>See below</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

### Year 2

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web Multimedia</td>
<td>GRA 158</td>
<td>3</td>
</tr>
<tr>
<td>Java</td>
<td>CIS 171</td>
<td>3</td>
</tr>
<tr>
<td>Web Infrastructure</td>
<td>CIS 230</td>
<td>3</td>
</tr>
<tr>
<td>Comprehensive Databases</td>
<td>BCA 167</td>
<td>3</td>
</tr>
<tr>
<td>Programming/Networking Elective</td>
<td>See below</td>
<td>3</td>
</tr>
<tr>
<td>Business/Math Elective</td>
<td>See below</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

### Fall Semester - Second Year

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web Multimeda</td>
<td>GRA 158</td>
<td>3</td>
</tr>
<tr>
<td>Java</td>
<td>CIS 171</td>
<td>3</td>
</tr>
<tr>
<td>Web Infrastructure</td>
<td>CIS 230</td>
<td>3</td>
</tr>
<tr>
<td>Comprehensive Databases</td>
<td>BCA 167</td>
<td>3</td>
</tr>
<tr>
<td>Programming/Networking Elective</td>
<td>See below</td>
<td>3</td>
</tr>
<tr>
<td>Business/Math Elective</td>
<td>See below</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

### Spring Semester - Second Year

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Server Side Web Programming</td>
<td>CIS 215</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>MKT 110</td>
<td>3</td>
</tr>
<tr>
<td>Pre-Employment Strategies</td>
<td>SDV 153</td>
<td>2</td>
</tr>
<tr>
<td>Data Structures</td>
<td>CIS 152</td>
<td>3</td>
</tr>
<tr>
<td>Programming/Networking Elective</td>
<td>See below</td>
<td>3</td>
</tr>
<tr>
<td>General Education Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

**AAS Degree Total:** **71.5**

**Programming/networking elective** options include, but are not limited to:

- Advanced Databases and SQL: CIS 339 (3)
- C++: CIS 161 (3)
- Computer Hardware Basics: NET 122 (3)
- Operating Systems Software Basics: NET 132 (3)
- Special Topics in Computers: CIS 949 (3)

Students must complete 71.5 credit hours and maintain a 2.0 grade point average to be awarded an associate of applied science degree in Web programming.
**Web Design and Development** (continued)

**Award:** Associate of Applied Science Degree

---

### Associate of Applied Science (AAS) Degree in Web Design

#### Year 1

**Fall Semester**

<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>.5</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>General Education Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Business/Math Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>18.5</strong></td>
</tr>
</tbody>
</table>

**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 or BUS 150</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Entrepreneurship</td>
<td>BUS 130</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Oral Communications</td>
<td>SPC 101</td>
<td>3</td>
</tr>
<tr>
<td>General Education Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

#### Year 2

**Fall Semester - Second Year**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</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 or NET 731</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>Comprehensive Databases</td>
<td>BCA 167</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

**Spring Semester - Second Year**

<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>
</tr>
<tr>
<td>Pre-Employment Strategies</td>
<td>SDV 153</td>
<td>2</td>
</tr>
<tr>
<td>Business/Math Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

**AAS Degree Total:** **71.5**

---

**General Education Elective** options 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 Psychology</td>
<td>PSY 111</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Sociology</td>
<td>SOC 110</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Ethics</td>
<td>PHI 105</td>
<td>3</td>
</tr>
<tr>
<td>Art Appreciation</td>
<td>ART 101</td>
<td>3</td>
</tr>
<tr>
<td>College Algebra</td>
<td>MAT 120</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Spreadsheets</td>
<td>BCA 152</td>
<td>3</td>
</tr>
<tr>
<td>Small Business Management</td>
<td>MGT 110</td>
<td>3</td>
</tr>
<tr>
<td>2-D Design</td>
<td>ART 120</td>
<td>3</td>
</tr>
<tr>
<td>College Algebra</td>
<td>MAT 120</td>
<td>3</td>
</tr>
</tbody>
</table>

---

Students must complete 71.5 credit hours and maintain a 2.0 grade point average to be awarded an associate of applied science degree in Web Design.
The following course descriptions appear in alphabetical order by their three-letter prefixes:

### Prefix Description Key

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

### 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 3**
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 3**
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 3**
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 3**
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 3**
Prerequisites: ACC 131 Principles of Accounting I or ACC 111 Introduction to Accounting. 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 1-3**
A student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (300:299)

**ACC 949 Special Topics 1-3**
Special Topics expands the curriculum by allowing students to enroll for up to three semester 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.

**ADMINISTRATIVE ASSISTANT**

**ADM 105 Introduction to Keyboarding 1**
In this course students are introduced to touch control of the keyboard and proper keyboarding techniques, which prepares them to use keyboarding skills more effectively. (180:105) (0, 2)

**ADM 112 Keyboarding 3**
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 3**
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 3**
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)

**ASSOCIATE DEGREE NURSING**

**ADN 433 Advanced Maternal Child Health I 4**
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 3**
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 6.5**
This course will provide a study of 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** 10.5  
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 3**  
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** 1  
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)

**AGRICULTURE-AGRONOMY**

**AGA 114 Principles of Agronomy** 3  
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** 4  
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** 3  
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. Field trips to sustainable farms and guest speakers highlight this course. (850:191) (2, 2)

**AGA 928 Independent Study** 1-3  
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** 1-3  
Special Topics expands the curriculum by allowing students to enroll for up to three semester 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-FARM MANAGEMENT**

**AGB 235 Introduction to Agriculture Markets** 3  
Prerequisite: ECN 130 Principles of Microeconomics. An introduction to the economic principles of marketing farm products including their movement through processing firms, food manufacturers, and retailers. The prices and marketing costs incurred by farms and agribusiness are explored along with functional and organizational issues of these farms and agribusinesses. An introduction to the commodities future markets includes the mechanics of hedging and the use of forward pricing to manage price risk. A commodity trading simulation is utilized and students help manage the sales of a portion of the college farm products. (850:140) (3, 0)

**AGB 330 Farm Business Management** 3  
Prerequisites: AGA 212 Grain and Forage Crops, AGS 226 Beef Cattle Science, ACC 131 Principles of Accounting I, and ECN 130 Principles of Microeconomics. This capstone course incorporates the production and financial decisions of farm operation with record keeping through a farm accounting package. Decisions obtained through problem solving techniques utilizing the college farm
will be learned. Students will prepare a farm plan including production and financial information for a farm operation of their choice. (850:130)(3,0)

AGB 336 Agricultural Selling  3
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 932 Internship  3
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  3
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 928 Independent Study  1-3
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 949 Special Topics  1-3
Special Topics expands the curriculum by allowing students to enroll for up to three semester 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.

AGRCOMPREHENSIVE

AGC 308 Agriculture Applications of Computers  3
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  3
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 319 Agriculture Lab  0
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.

AGC 928 Independent Study  1-3
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  1-3
Special Topics expands the curriculum by allowing students to enroll for up to three semester 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  4
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  3
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  3
Merchandizing non-market animals is explored in this course. Students
The course will consist of two parts. The first part, physical 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)

**ANT 928 Independent Study** 1-3
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (620:299)

**ANT 949 Special Topics** 1-3
Special Topics expands the curriculum by allowing students to enroll for up to three semester 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.

**ART**

**ART 101 Art Appreciation** 3
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** 3
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** 3
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** 3
Prerequisite: ART 120 2-D 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** 3
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** 3
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** 3
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** 3
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
ART 133 Drawing  3
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.  

ART 134 Drawing II  3
Prerequisite: ART 133 Drawing. Drawing II is a continuation of Drawing dealing with the practices and applications of basic drawing principles and techniques. Studio and sketchbook assignments will explore the various media and compositional aspects. 

ART 143 Painting  3
This is a studio course in beginning painting exploring the various elements of painting from color, composition, and technique, to creative invention and expression. 

ART 144 Painting II  3
Prerequisite: ART 143 Painting. This studio class further explores the techniques in painting. Students will develop and explore conceptual concerns. 

ART 145 Water Color  3
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. 

ART 157 Printmaking  3
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. 

ART 163 Sculpture  3
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. 

ART 173 Ceramics  3
A beginning course in studio ceramics. Basic methods of hand building and processes for functional and sculptural products are learned through studio experiences. 

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

ART 198 Art Exploration I  1
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. 

ART 199 Art Exploration II  1
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. 

ART 203 Art History I  3
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. 

ART 204 Art History II  3
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. 

ART 928 Independent Study  1-3
A student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. 

ART 949 Special Topics  1-3
Special Topics expands the curriculum by allowing students to enroll for up to three semester 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. 

AUTOMOTIVE TECHNOLOGY

AUT 104 Introduction to Automotive Technology  3
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. 

AUT 140 Welding for Automotive Mechanics  2
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.
Lab experience will include in-car C-V joints, and drive axle systems. Assembly, driveshaft, transfer cases, manual and automatic, clutch transmissions and transaxles (both components and operation of modern automotive transmissions). This course will cover the principles, operations will be a part of the lab setting learning how to service and repair cylinder heads. (120:212) (2, 2)

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)

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)

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)

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)

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

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

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)

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)

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)

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)

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)

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)

This course is designed to provide 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)

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 COMPUTER APPLICATION

BCA 052 Fundamentals of Computer Operations  3
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. (900:140)(3,0)

BCA 152 Comprehensive Spreadsheets  3
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  3
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 215 Computer Business Applications  3
Prerequisite: CSC 110 Introduction to Computers or equivalent or instructor approval. This is a course for experienced computer users. This is an upper level applications course utilizing Microsoft Office programs. Special attention will be given to program integration and applying skills to business situations. (360:120) (2, 2)

BCA 221 Integrated Computer Business Applications  3
Prerequisite: ADM 116 Keyboarding II or equivalent. This course is designed for future office 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  1-3
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  1-3
Special Topics expands the curriculum by allowing students to enroll for up to three semester 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 (w/lab)  4
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)  4
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)  4
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)  4
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)  4
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  3
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 3
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 3
(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) 4
(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 4
Prerequisite: BIO 105 General 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 (3, 2).

BIO 173 Human Anatomy and Physiology II 4
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 (3, 2).

BIO 186 Microbiology (w/lab) 4
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 Intro to Biotechnology 4
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.

BIO 191 Introductory Biotechnology (w/lab) 3
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. Three lecture hours, two lab hours. (800:105) (2, 2)

BIO 928 Independent Study 1-3
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 1-3
Special Topics expands the curriculum by allowing students to enroll for up to three semester 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 3
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 3
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 3
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 3**
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 3**
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 3**
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 3**
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 3**
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 3**
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 3**
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 1-3**
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (320:299)

**BUS 949 Special Topics 1-3**
Special Topics expands the curriculum by allowing students to enroll for up to three semester 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 3**
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 3**
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 2**
Prerequisite: CAD 117 AutoCAD II. The student will become familiar with two-dimensional capabilities of SDS/2. The student will learn how to make assemblies, insert assemblies, adaptive detailing, and set up prototype drawings. (220:212) (1, 2)
CHEMISTRY

CHM 101 Fundamentals of Chemistry  3
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 General Chemistry I  (w/lab)  5
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 General Chemistry II  (w/lab)  5
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 Organic Chemistry I  (w/lab)  4
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 alkanes, alkenes, alkyl halides, aromatics, and alcohols. Laboratory work is designed to supplement and support lecture and discussion topics. Three lecture hours, three lab hours (820:290) (3, 6)

CHM 271 Organic Chemistry II  (w/lab)  4
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. (820:291) (3, 6)

CHM 928 Independent Study  1-3
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 Special Topics  1-3
Special Topics expands the curriculum by allowing students to enroll for up to three semester 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 Introduction to Programming Logic  3
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 Data Structures  3
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 C++  3
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 JAVA  3
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 Server Side Web Programming  3
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  Web Infrastructure 3  
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  Advanced Database and SQL 3  
Prerequisites: BCA 167 Comprehensive Spreadsheets and CIS 121 Intro 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 3  
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 3  
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 3  
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 system commands. Rudimentary introductions to the registry, batch programming, and system programming with other languages will also be included. (360:250) (3, 0)

CIS 750  Project Management 3  
Prerequisite: CIS 755 Management Information Systems, BCA 152 Comprehensive Spreadsheets, and BCA 167 Comprehensive Databases 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 3  
Prerequisite: MGT 101 Principles of Management and 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 1-3  
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 1-3  
Special Topics expands the curriculum by allowing students to enroll for up to three semester 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.

CULTURAL STUDIES

CLS 105  Cultural Diversity and Identity 3  
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 3  
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** 3
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 168 Asian Culture through Film** 3
A comprehensive overview of the cultures of China, India, and Japan, as seen from the perspective of their major filmmakers who often function as both historians and national archivists. The main purpose of this course is to provide the student with a basic understanding of and an appreciation for the Asian cultures that account for approximately half of the world's population. (520:230)

**COMMUNICATION**

**COM 101 Sharpening Your Business Writing Skills** 1
Co-requisite: Career/Tech 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)

**COM 928 Independent Study** 1-3
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 Special Topics** 1-3
Special Topics expands the curriculum by allowing students to enroll for up to three semester 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.

**CONSTRUCTION**

**CON 141 Basic Construction Skills** 2
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 Carpentry Level I** 3
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 Carpentry Level II** 5
This course provides students with a good background in concrete form and flatwork. (130:108) (2, 6)

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

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

**CON 183 Construction Lab IA** 5
(1, 10)

**CON 184 Construction Lab IB** 5
(1, 10)

**CON 187 Construction Lab III** 8
(1, 14)

**CON 188 Construction Lab IIA** 5
(1, 10)

**CON 189 Construction Lab IIB** 5
(1, 10)

These courses provide hands-on experience in the construction of a residential home. (130:122, 130:132, 130:123, 130:133, 130:142)

**CON 401 Internship I** 8
While enrolled in this course, the student will secure a job and perform carpenter duties for regular pay. This applies toward the on-the-job training which is required for attaining journeyman status. (130:202) (1, 0, 28)

**CON 402 Internship II** 8
While enrolled in this course, the student will secure a job as a carpenter gaining experience while being paid carpenter wages. (130:204) (1, 0, 28)
CRIMINAL JUSTICE

CRJ 200 Criminology  3
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 Independent Study  1-3
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (620:299)

CRJ 949 Special Topics  1-3
Special Topics expands the curriculum by allowing students to enroll for up to three semester 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.

COLLISION REPAIR/REFINISH

CRR 101 Sheet Metal Welding  2
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 Advanced Welding Techniques  2
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 aluminum, galvanized metal, and cast iron. (110:230) (1, 2)

CRR 201 Plastic Repair  2
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 Introduction to Collision Repair  1
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 Sheet Metal Fundamentals  4
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 Collision Lab I  4
(2, 4)

CRR 362 Collision Lab II  3
(1, 4)

CRR 363 Collision Lab III  2
(0, 4)

CRR 364 Collision Lab IV  2
(0, 4) Prerequisite: Preceding lab for II, III, and IV. 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, 110:220, 110:225)

CRR 420 Non-Structural Repairs  4
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)

CRR 504 Frame and Uni-body Damage Analysis  4
Advanced collision theory coupled with fundamentals of measuring full frame and uni-body 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)

CRR 534 Structural Repair  4
Prerequisite: CRR 504 Frame and Uni-body 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)

CRR 572 Advanced Structural Repair  2
Prerequisite: CRR 534 Structural Repair. Alternative methods of diagnosing frames and uni-body 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)

CRR 602 Mechanical Repairs  2
An introductory course in collision based mechanical repairs. Basic
removal of materials, body work 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)

CRR 743 Estimating  3
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)

CRR 760 Advanced Estimating  2
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)

CRR 804 Introduction to Refinishing  4
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)

CRR 833 Refinishing II  3
Prerequisite: CRR 804 Introduction to Refinishing. A further study in refinish 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)

COMPUTER SCIENCE

CSC 110 Introduction to Computers  3
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)

CSC 928 Independent Study  1-3
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (360:299)

DRAFTING

DRF 113 Fundamentals of Technical Drafting  3
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)

EARLY CHILDHOOD EDUCATION

ECE 106 Child Development Associate Standards Course  1
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; 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)

ECONOMICS

ECN 115 Personal Finance  3
Discussion and study of consumer problems, practical information for solving financial problems, and suggestions for the improvement of methods for planning and spending of incomes. Includes budgeting, money management, consumer credit, insurance, saving and investment, home ownership, and estate planning. (340:110) (3, 0)

ECN 120 Principles of Macroeconomics  3
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  3
An introduction to concepts and terminology of microeconomics. A study of supply and demand, individual consumer and firm behavior, pricing and the market system, market structure, and the allocation of resources. (340:221) (3, 0)

ECN 928 Independent Study  1-3
Student/instructor designed course
intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (340:299)

**ECN 949 Special Topics  1-3**
Special Topics expands the curriculum by allowing students to enroll for up to three semester 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  2**
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  2**
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  2**
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   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   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 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  3**
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  1-3**
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (640:299)

**EMERGENCY MEDICAL SERVICES**

**EMS 210 EMT Basic  6**
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  3**
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  1**
These individualized courses are designed to help students improve
their written communications skills.  

**ENG 041 Communication Skills II**  
1  
Prerequisite: ENG 040 Communication Skills I. This is a continuation of ENG 040. (090:131) (1, 0)

**ENG 042 Communication Skills III**  
1  
Prerequisite: ENG 041 Communication Skills II. This is a continuation of ENG 041. (090:132) (1, 0)

**ENG 043 Communication Skills IV**  
1  
Prerequisite: ENG 042 Communication Skills III. This is a continuation of ENG 042. (090:133) (1, 0)

**ENG 101 Elements of Writing**  
3  
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 encountered 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**  
3  
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**  
3  
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**  
3  
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**  
1-3  
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (400:299)

**ENV 115 Environmental Science**  
3  
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**  
1-3  
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**  
1-3  
Special Topics expands the curriculum by allowing students to enroll for up to three semester 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**  
3  
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. (900:090) (3, 0)

**FOREIGN LANGUAGE-Spanish**

**FLS 141 Elementary Spanish I**  
4  
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**  
4  
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)

**FLS 928 Independent Study**  
1-3  
Student/instructor designed course intended for concentrated or advanced
study. Approval by the Offices of Instruction and Student Services is required. (760:299)

GEOGRAPHY

GEO 121 World Regional Geography 3
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)

GRAPHIC COMMUNICATIONS

GRA 137 Digital Design 3
Prerequisites: GRA 176 Layout Design 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 ImageReady, Adobe InDesign, Macromedia Dreamweaver, and Adobe Acrobat Professional. (2, 2)

GRA 151 Web Design 3
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. JAVA script, applets, database connectivity, and general site management will also be explored. (360:246) (2, 2)

GRA 158 Web Multimedia 3
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 and digital cameras will be utilized in conjunction with computer hardware and software for image manipulation. Software such as Windows MovieMaker 2, Swish, ImageReady, and PowerPoint 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 Layout Design 3
Prerequisite: Proof of keyboarding competency. This course is designed to identify the concepts and applications of desktop publishing. Whether it's a poster, brochure or Web page, 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 Independent Study 1-3
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (500:299)

HISTORY

HIS 110 Western Civilization: Ancient to Early Modern 3
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 111 Western Civilization: Early Modern to Present 3
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 151 U.S. History to 1877 3
This course explores the cultural, political, literary, and economic aspects of the early English colonies as they developed into the United States of America. Such topics as the American Revolution, the Constitution, the Trail of Tears, and the Civil War will be discussed. (520:220) (3, 0)

HIS 152 U.S. History since 1877 3
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 Iowa History 3
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 African-American History 3
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 American Experience in Vietnam 3
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 U.S. commitment in Southeast Asia. Exploration of the anti-Vietnam War movement will also take place. (520:223) (3, 0)

HIS 949 Special Topics 1-3
Special Topics expands the curriculum by allowing students to enroll for up to three semester 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.

HIS 928 Independent Study 1-3
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (520:299)

HEALTH SCIENCES
HSC 114 Medical Terminology 3
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 Introduction to Literature 3
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 Children’s Literature 3
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 American Literature to Mid-1800’s 3
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 3
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 3
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 3
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 3
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 3
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 3
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 1-3
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 1-3
Special Topics expands the curriculum by allowing students to enroll for up to three semester 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.

MATHEMATICS

MAT 041 Basic Math 3
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 technical math, business math, pre-algebra, standardized tests, and general consumer applications. (090:124) (3, 0)

MAT 052 Pre-Algebra 3
This is a course intended for students who have had no previous experience in algebra. The course covers the following topics: whole numbers, introduction to algebra, integers, solving equations and problem solving, fractions, decimals, graphing, ratio and proportion, and percent. (090:126)(3, 0)

MAT 062 Elementary Algebra 3
Prerequisite: Recommended COMPASS score or MAT 052 Pre-Algebra. This course is intended for students who have had minimal experience in the topics of algebra. The course covers the following topics: basic operations of real numbers, solving linear equations and inequalities, graphing, linear equations, exponents, polynomials, roots and radicals, solving word problems, factoring, and applying formulas. (090:128) (3, 0)

MAT 080 Math Skills I 1
Prerequisite: Required 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 081 Math Skills II 1
Prerequisite: MAT 080 Math Skills I. This is a continuation of MAT 080. (090:121) (1, 0)

MAT 082 Math Skills III 1
Prerequisite: MAT 081 Math Skills II. This is a continuation of MAT 081. (090:122) (1, 0)

MAT 083 Math Skills IV 1
Prerequisite: MAT 082 Math Skills III. This is a continuation of MAT 082. (090:123) (1, 0)

MAT 101 Intermediate Algebra 3
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 3
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 3
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 5
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 3
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 3
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. (900:130) (3, 0)

MAT 210 Calculus I  4
Prerequisite: Recommended COMPASS score and MAT 127 College Algebra and Trigonometry or equivalent. This course studies limits and continuity, derivatives of elementary functions, curve sketching, extreme values, rates of change, integration, and applications of integration. (900:222) (4, 0)

MAT 216 Calculus II  4
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  4
Prerequisite: MAT 216 Calculus II. This course studies vectors, vector-valued functions and motion in space, partial derivatives, multiple integrals, integration in vector fields. (900:252) (4, 0)

MAT 225 Differential Equations  3
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  3
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  1-3
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  1-3
Special Topics expands the curriculum by allowing students to enroll for up to three semester 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  3
No prerequisite, however BUS 102 Introduction to Business is recommended. Management principles, as applied to all business enterprises, are covered. Planning, organizing, directing, controlling, and coordinating functions in the management cycle are emphasized. (320:255) (3, 0)

MGT 110 Small Business Management  3
This course introduces the student to various types of small business opportunities. Students will use concepts from the course to develop a business plan designed to guide the startup of a new business. The course also covers topics relevant to small business management, including marketing, operational management, financial management, human resource management, and regulations. (320:130) (3, 0)

MKT 110 Principles of Marketing  3
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  1-3
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  1-3
Special Topics expands the curriculum by allowing students to enroll for up to three semester 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.

MEDICAL TRANSCRIPTION

MTR 120 Medical Transcription I  3
Prerequisite: ADM 116 Keyboarding II or equivalent. HSC 114 Medical Terminology, BIO 162 Essentials of Anatomy and Physiology, PNN 208 Pharmacology Basics or equivalent, and ENG 101 Elements of Writing or equivalent. A course designed to provide skills and knowledge necessary for beginning medical office transcription. The students will progress from basic through intermediate levels of medical
transcription projects following AAMT Book of Style guidelines. (180:109) (2, 2)

MTR 121 Medical 
Transcription II 3
Prerequisites: MTR 120 Medical Transcription I. This second level course will feature in-depth coverage of editing and spelling techniques and formatting techniques for medical records. Medical reports will be transcribed from individual case studies, each of which concerns a patient with a specific medical problem. Students will be involved in the care of the patient from the date of admission through date of discharge. The medical reports include history and physical examinations, radiology reports, operative reports, pathology reports, requests for consultation, death summaries, discharge summaries, and autopsy reports following AAMT Book of Style guidelines. (180:209) (2, 2)

MUSIC-APPLIED

*MUA 101 Applied Voice 1
One half-hour private lesson each week. All aspects of classical singing are explored. Covers diction, vowel formation, breathing, posture, projection, resonance, and phrasing. Students study from the traditional repertoire and perform in student recitals. (780:150) (0, 2)

MUA 113 Vocal Improvisation 1
Explorations 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 116 Applied Jazz Voice 1
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 1
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 1
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. (780:160) (0, 2)

*MUA 136 Jazz Keyboard I 2
Co-requisite: MUS 181 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 2
Co-requisite: MUS 181 Arranging II. A continuation of MUA 136 Jazz Keyboard I. (780:121) (1, 2)

*MUA 138 Applied Jazz Piano 1
One half-hour private 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 and Literature I 1
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 1
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 170 Applied Woodwinds 1
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 1
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 2
Co-requisite: MUS 281 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 2
Co-requisite: MUS 281 Arranging IV. A continuation of MUA 236 Jazz Keyboard III. (780:221) (1, 2)

*MUA 239 Solo Jazz Performance and Literature II 1
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 1-3
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (780:299)

MUSIC GENERAL

MUS 100 Music Appreciation 3
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 3
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 3
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 3
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 3
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 2
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 literature in various styles. (780:114) (2, 0)

MUS 131 Aural Skills II 2
A continuation of MUS 130 Aural Skills I. (780:115) (2, 0)

*MUS 140 Concert Choir 1
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 1
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 1
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 1
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 1
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 1
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 1
Co-requisites: MUA 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 1
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, 0)

*MUS 181 Arranging II 2
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 .5
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 1
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 2
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 1
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 1
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 1
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 1
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 1
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 3
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 3
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 3
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 1
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 3
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 3
A continuation of MUS 220 Music Theory III. The class will study classical music of the 20th century, and will focus largely on writing original work in the classical style.  (780:219) (3, 0)

MUS 230 Fundamentals Skill Development 2
This class will provide a hands-on environment for students to develop fundamental musical skills. Students will learn to become more competent in the following areas: rhythmic conception, rhythmic transcription, and melodic and harmonic transcription. In addition, this class will serve to reinforce concepts discussed in the Music Fundamentals course.  (780:209) (1, 2)

MUS 260 Introduction to Studio Engineering and Production 2
This course discusses basic electronic theory, equipment selection and use, and the engineer’s and producer’s role
MUS 262 Recording Studio Performance 2
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)

MUS 280 Arranging III 2
Co-requisite: MUA 236 Jazz Keyboard III. A continuation of MUS 181 Arranging II. Course emphasis is on writing for instrumental groups. Transposition, layout, orchestration, reharmonization, linear and block writing, and various musical styles will be covered. (780:227) (1, 2)

MUS 281 Arranging IV 2
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 2
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 1
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 1
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 1
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 1
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 will be invited to share their experiences. (780:201) (1, 0)

MUS 298 Independent Study 1-3
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.

NET 122 Computer Hardware Basics 3
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 3
Students will be expected to demonstrate knowledge of DOS, Windows 3.x, and Windows 95 for installing, configuring, upgrading, troubleshooting, and repairing microcomputer systems. Emphasis will be placed on: function, structure, operation, and file management; memory management; installation, configuring, and upgrading; diagnosing and troubleshooting; and networks. This course will prepare students to take Comp TIA's A+ Certification Exam. (360:165) (3, 0)

NET 138 Windows XP Professional 3
This course teaches students, through lectures, discussions, demonstrations, and lab exercises, the skills and knowledge necessary to administer and support a Microsoft Windows XP Professional computer network and to prepare for Microsoft Certified Systems Administrator (MCSA and MCSE) certification. This is a comprehensive course that begins with an introduction to the Windows XP Professional networking architecture and covers a broad spectrum of essential topics. (360:292) (3, 0)

NET 313 Windows Server 3
This course provides students with the knowledge to manage accounts and resources in a Microsoft Windows Server 2003 environment. This course is intended for systems administrator and systems engineer candidates who are responsible for managing accounts and resources. These tasks include managing user, computer, and group accounts; managing access to network resources; managing printers; managing an organizational unit in a network based on Active Directory service; and implementing Group
NET 323 Windows Network Management 3
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 3
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 3
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)

NET 346 Windows Exchange Server 3
This course provides students with the knowledge and skills that are needed to update and support a reliable, secure messaging infrastructure. This infrastructure is used for creating, storing, and sharing information by using Microsoft Exchange Server in a medium-sized to large-sized (250 to 5,000 seats) messaging environment. This course offers a significant amount of hands-on practices, discussions, and assessments that assist students in becoming proficient in the skills needed to update and support Exchange Server. (360:295) (2, 2)

NET 353 Windows Security 3
This course provides the student with the knowledge and skills to design a secure network infrastructure. Topics include assembling the design team, modeling threats, and analyzing security risks in order to meet business requirements for securing computers in a networked environment. The course encourages decision-making skills through an interactive tool that simulates real-life scenarios. (360:294) (3, 0)

NET 612 Fundamentals of Network Security 3
This course focuses on the overall security processes with particular emphasis on hands-on skills in the following areas: Security policy design and management, security technologies, products and solutions, firewall and secure router design, installation, configuration, and maintenance, AAA implementation, Intrusion Detection (IDS) implementation, and VPN implementation using routers and firewalls. (360:296) (2, 2)

NET 730 Computer Forensics and Investigations 3
This class will provide in-depth knowledge and hands on experience in forensics recovery of deleted data, write blocking technologies, and court room standards for data evidence. (2,2)

NET 731 Regulatory Compliance 3
This class will provide in-depth knowledge of Federal Regulatory Compliance issues affecting many industries in relation to the computer systems infrastructures, policies and procedures, and best practices for a sound strategy for building information systems containing data under regulatory control. (3, 0)

PHYSICAL EDUCATION ACTIVITIES

*PEA 101 Aerobic Fitness I .5
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 Aquatrim I .5
Aquatrim 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 121 Circuit Wellness 1
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 .5
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  1
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  1
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  1
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 .5
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  1
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  2
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  1-3
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  1-3
Special Topics expands the curriculum by allowing students to enroll for up to three semester 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.

COACHING/OFFICIATING

PEC 101 Introduction to Coaching  3
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) (0, 2)

PEC 108 Sports and Society  3
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  3
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  1-3
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (660:299)

GENERAL PHYSICAL EDUCATION AND HEALTH

PEH 101 Health  2
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 141 First Aid  2
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  3
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 3**
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)

**PHILOSOPHY**

**PHI 101 Introduction to Philosophy 3**
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 3**
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)

**PHYSICAL SCIENCE**

**PHS 113 Intro to Physical Science (w/lab) 4**
Physical Science is the study of the physical world around us. During this course we will work for an understanding of our physical surroundings. We will examine many things you encounter every day, like motion, heat, sound, and energy. We will also investigate more abstract topics like atomic structure and the formation of Earth. In the course of our investigation of these subjects, we will study basic concepts of physics and astronomy.

**PHI 928 Independent Study 1-3**
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (660:299)

**PHI 949 Special Topics 1-3**
Special Topics expands the curriculum by allowing students to enroll for up to three semester 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.

**PHYSICS**

**PHY 162 College Physics I (w/lab) 4**
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)
PRACTICAL NURSING

PNN 172 Fundamentals of Nursing I  
4  
Theories regarding concepts of asepsis, comfort, consumer and nurse safety, medical terminology and communication are presented. Lab experience reinforces related techniques and practices.  
(200:101)(2,4)

PNN 173 Fundamentals of Nursing II  
4  
Concepts of surgical asepsis, restorative and preventive practices and legal responsibilities are presented. Lab provides practical experience in preparation for clinical practice.  
(200:103)(2,4)

PNN 208 Pharmacology Basics  
3  
Recommended for pre-nursing students.  This course enables the student to learn basic principles of drug therapy, including related terminology and legislation, drug properties, and the care provider's role and responsibility for the patient receiving drug therapy.  
(3,0)

PNN 231 Pharmacology  
3  
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  
4  
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  
7  
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  
3  
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)

POLITICAL SCIENCE

POL 111 American National Government  
3  
This course reviews the structure of the American political system stressing the constitutional framework, the role of Congress, the Presidency, and the Supreme Court. Other topics include voting behavior, interest groups, and political parties.  
(540:210)(3,0)

POL 112 American State and Local Government  
3  
This course examines the sub-national levels of government in the United States. Receiving initial attention is the concept of cooperative federalism. Within this framework, the governmental organization of the states is studied and the roles of governors, legislatures, and state court systems are reviewed. The Iowa governmental scene is given primary consideration.  
(540:220)(3,0)
POL 928 Independent Study 1-3
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (540:299)

POL 949 Special Topics 1-3
Special Topics expands the curriculum by allowing students to enroll for up to three semester 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.

PSYCHOLOGY

PSY 111 Introduction to Psychology 3
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 241 Abnormal Psychology 3
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 3
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 3
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 249 Special Topics 1-3
Special Topics expands the curriculum by allowing students to enroll for up to three semester 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.

PSY 928 Independent Study 1-3
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (600:299)

RESEARCH

RDG 005 Reading and Study Skills 1
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 1
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 1
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 1
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 Religion 3
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 135 The Middle East: Religion and Politics 3
This course is designed to give the student a basic understanding of the history and present conditions in the Middle East. Geography, economics, culture, religion and politics will be the areas of concern to give the student this understanding. The Middle East as a whole and as individual countries will be studied. (3, 0)

REL 928 Independent Study 1-3
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 1-3
Special Topics expands the curriculum by allowing students to enroll for up to three semester 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 110 Success Seminar .5
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 credit hours. (090:150) (.5, 0)

SDV 114 Strategies for Academic Success 3
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 2
Co-requisite: Career/Tech 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 1-3
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (320:299)

SOCIOLOGY

SOC 110 Introduction to Sociology 3
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 928 Independent Study 1-3
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 1-3
Special Topics expands the curriculum by allowing students to enroll for up to three semester 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.

SPEECH

SPC 101 Fundamentals of Oral Communication 3
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 3**
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.

**SPC 928 Independent Study 1-3**
Student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (440:299)

**SPC 949 Special Topics 1-3**
Special Topics expands the curriculum by allowing students to enroll for up to three semester 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 4**
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. The students will visit numerous construction projects and have the opportunity to give presentations on various projects. (220:123) (2, 4)

**STR 131 Concrete Technology 1**
The student will learn fundamentals of site work, foundations, forms, heavy construction, precast, and mixes.

**STR 141 Structural Steel Technology 2**
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 2**
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 2**
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 2**
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 161 Steel Detailing I 3**
The student will detail embedded items, handrails, stairs, and light structural framing including steel joists and deck. The student will develop a set of standards. (220:163) (2, 2)

**STR 166 Steel Detailing II 4**
Prerequisite: STR 161 Steel Detailing I. The student will prepare erection drawings and shop detailing for anchor bolts, angle frames, handrails, ladders, and stairs in miscellaneous steel, then in structural steel beams, columns, girts, and sag rods. (220:166) (2, 4)

**STR 181 Professional Development 1**
Students will explore many job possibilities, develop a cover letter and resume, learn how to develop a positive attitude, and have a successful interview. (220:181) (1, 0)

**STR 201 Connection Design 4**
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 4**
Prerequisite: STR 166 Steel Detailing II. The student will learn to detail steel from a set of general plans, specifications, and item list using DetailCAD incorporated with AutoCAD. (220:225) (2, 4)

**STR 226 Steel Detailing with SDS/2 3**
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
Full-Time Faculty
<table>
<thead>
<tr>
<th>Department</th>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Administration and Staff</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td>Dr. Barbara J. Crittenden</td>
<td>President</td>
</tr>
<tr>
<td></td>
<td>B.S.N. Graceland College</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M.S. Iowa State University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ph.D. Iowa State University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mary Jo Skarda, Administrative Assistant/Board Secretary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tom Lesan, Economic Development</td>
<td>Vice President</td>
</tr>
<tr>
<td>Instruction</td>
<td>Dr. Linda Wild, Instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B.A. University of Nebraska at Kearney</td>
<td>Vice President</td>
</tr>
<tr>
<td></td>
<td>M.S. University of Oklahoma</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ph.D. Iowa State University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jane Bradley, Associate Vice President of Instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B.A. Oklahoma State University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M.S. University of Oklahoma</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jan Pettit, Administrative Assistant/ Instruction</td>
<td></td>
</tr>
<tr>
<td>Business Office</td>
<td>Teresa Krejci, Business Office</td>
<td>Chief Financial Officer</td>
</tr>
<tr>
<td></td>
<td>B.B.A. Iowa State University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jana Scott, Accounts Receivable</td>
<td>Student Accounts/Accounts Receivable</td>
</tr>
<tr>
<td></td>
<td>Erin Kiley, Accounting Clerk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lindsay Jones, Business Office</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cashier</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Betty Spangler, Accounts Payable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Denise Kelley, Budget Accountant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Becky Young, Accountant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Judy Miller, Switchboard Operator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Denise Fisk, Switchboard Operator</td>
<td></td>
</tr>
<tr>
<td>Human Resources</td>
<td>Jolene Griffith, Human Resources</td>
<td>Director of Human Resources</td>
</tr>
<tr>
<td></td>
<td>Deb Andrews, Payroll &amp; Benefits</td>
<td></td>
</tr>
<tr>
<td>Student Services</td>
<td>Bill Taylor, Student Services</td>
<td>Director of Student Services</td>
</tr>
<tr>
<td></td>
<td>B.S. Northwest Missouri State University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M.Ed. University of Missouri</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sandy Webb, Registrar, Administrative Secretary</td>
<td></td>
</tr>
<tr>
<td>Deb Pantini, Admissions Coordinator</td>
<td>Counseling &amp; Special Needs</td>
<td>Secretary</td>
</tr>
<tr>
<td>Georgia Paulsen, Secretary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christy Johnson, Office Assistant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admissions</td>
<td>Lisa Carstens, Admissions Coordinator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rita Schroeder, Admissions/Women's Volleyball Coach</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tracy Davis, Admissions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Representative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lori Utsinger, Secretary</td>
<td></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Tracy Sleep, Director of Financial Aid</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kysa Gordon, Assistant Director of Financial Aid</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lucy Black, Financial Aid Specialist</td>
<td></td>
</tr>
<tr>
<td>Residence Halls</td>
<td>Lindsay Stumpff, Director/Head Softball Coach</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Buck Scheel, Men's Residence Hall Coordinator</td>
<td>Head Women's Basketball Coach</td>
</tr>
<tr>
<td>Marketing and Institutional</td>
<td>Terri Higgins, Director of Marketing and Enrollment Management</td>
<td></td>
</tr>
<tr>
<td>Advancement</td>
<td>Stacy Gibbs, Director of Institutional Advancement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TBD Marketing Coordinator/Designer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Debra Taylor, Administrative Secretary</td>
<td></td>
</tr>
<tr>
<td>Off-Campus Centers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Osceola Center</td>
<td>Mindy Oswald, Center Director</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Marcia Duffus, Secretary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Barb Chadwick, Secretary</td>
<td></td>
</tr>
<tr>
<td>Red Oak Center</td>
<td>Sarah Smith, Center Director</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Barb Burkhisier, Secretary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Joleen Elwood, Secretary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Robert Snyder, Security</td>
<td></td>
</tr>
<tr>
<td>Learning Resource Center</td>
<td>Ann Coulter, Director of Learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resource Center/Webmaster</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Helen Waigand, Media Assistant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Melba Akers, Media Aide</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gwen Day, Media Aide</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Darrell Ellis, Assistant Webmaster/PC Technician</td>
<td></td>
</tr>
<tr>
<td>Student Support Services</td>
<td>Laurie Besco, Project Director</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TBD, Program Advisor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jennifer Brown, Tutor Coordinator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Billie Myers, Transfer Specialist</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coleen Hogue, Secretary</td>
<td></td>
</tr>
<tr>
<td>Career Services</td>
<td>Pat Butcher, Career Services</td>
<td>Coordinator</td>
</tr>
<tr>
<td></td>
<td>Linda Wood, Secretary - Tech Prep/Secondary Programs</td>
<td></td>
</tr>
<tr>
<td>Performing Arts Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult Education</td>
<td>Barb Stephens, Director, ABE/GED Coordinator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cheryl Blazek, EMS/Health Related Services</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jean Gibbons, Health Occupation</td>
<td></td>
</tr>
</tbody>
</table>
Education Coordinator
Kim Oaks, Business Coordinator
Denise Ramsey, Family Literacy Director
Betty Wallace, CTC Coordinator
Darla Helm, Assistant ABE/GED Coordinator
Cheralyn White, Secretary
Peggy Worthington, Secretary

TriUmph Early Childhood Program
Terry Wangberg, Early Childhood Program Director
Hope Hall, Center Specialist
Peggy Hardy, Preschool Specialist
Stacey Feehan, Librarian
Kristie Nixon, Infant Toddler Specialist

Small Business Development Center
Dave McLaren, SBDC Director

Technical Center I

Economic Development
Allan Higgins, Industrial Training Coordinator
Darwin Wetzel, Welding/Industrial Coordinator

Educational Talent Search
Erica Frey, Director of Educational Talent Search
Kelly Allee, Outreach Advisor
Karen Shay, Outreach Advisor
Janel McLain, Secretary

Student Center

Bookstore
Ann Schlapia, Manager
Terri Tussey, Bookstore/Central Supply Clerk
Matt Dunn, Bookstore Clerk

Student Activities
Tracey Evans, Student Activities Coordinator/Assistant Softball Coach
Matt Dunn, Assistant Men’s Basketball Coach
Janelle Higgins, Assistant Women’s Basketball Coach
Matt Smith, Assistant Baseball Coach/Athletic Fields Maintenance

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
Todd Hull
Doug Johnson
Leland Johnson
Angela Lister
Rick McIntosh
Don Mongar
Rob Ratcliff
Chris Schmitz
Brenda Sickels
Jim Spangler
Jason Swierczek
Rosemary Vanderpluym
Ron White
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

Full-Time Faculty

Allen Binning
Structural Drafting Instructor
Technical Center II, Office 102
Southwestern Community College, 1974
A.S. Southwestern Community College, 1991
Additional Work - Drake University, 1991
University of Northern Iowa, 25 years Industrial Experience

Roswell D. Blount
Sociology Instructor
Instructional Center, Office 811
B.A. Lyon College, 1986
M.S. Iowa State University, 1995

Holly Booth, CPA
Business Instructor
Instructional Center, Office 801
A.S. Southwestern Community College, 1985

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

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

Sherresse Buzard
Art Instructor
Instructional Center, Office 511
B.A. Columbia College, 1981
B.F.A. Columbia College, 1983
M.A. University of Iowa, 1985
M.F.A. University of Iowa, 1986

Suzanne Carlson
Nursing Instructor
Allied Health & Science Center, Office 907
A.A. Southwestern Community College, 1975
B.S. Northwest Missouri State University, 1977
A.D.N. Southwestern Community College, 1985
Additional Work – Graceland University

Linda Dainty
Art (Online) Instructor
Instructional Center, Office 818
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

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

Sherresse Buzard
Art Instructor
Instructional Center, Office 511
B.A. Columbia College, 1981
B.F.A. Columbia College, 1983
M.A. University of Iowa, 1985
M.F.A. University of Iowa, 1986

Suzanne Carlson
Nursing Instructor
Allied Health & Science Center, Office 907
A.A. Southwestern Community College, 1975
B.S. Northwest Missouri State University, 1977
A.D.N. Southwestern Community College, 1985
Additional Work – Graceland University

Linda Dainty
Art (Online) Instructor
Instructional Center, Office 818
B.A. Buena Vista University, 1990
M.B.A. Drake University, 1999
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Education/Work Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delores Doench</td>
<td>Psychology Instructor</td>
<td>Master of Divinity, University of Dubuque, 1973; B.A. Heidelberg College, 1971</td>
</tr>
<tr>
<td>Dick Downing</td>
<td>Carpenter Instructor</td>
<td>A.A. Southwestern Community College, 1980; B.S.E. Truman State University, 1982; Certification, NRI/McGraw Hill (A/C, Refrigeration, Heating), 1989</td>
</tr>
<tr>
<td>Jerry Drymon</td>
<td>Physical Education Instructor</td>
<td>B.A. Mount Mercy College, 1997; M.A. Columbia Southern University, 2004; Additional Work - United States Sports Academy</td>
</tr>
<tr>
<td>Tom Dunphy</td>
<td>Mathematics Instructor</td>
<td>B.A. Benedictine College, 1969; M.S. Central Missouri State University, 1976; Additional Work - University of Iowa, 1998,1999</td>
</tr>
<tr>
<td>Dawn Esser</td>
<td>English (Communication) Instructor</td>
<td>B.A. Central College, 1990; M.B. University of Northern Iowa, 1999</td>
</tr>
<tr>
<td>Jeremy Fox</td>
<td>Music Instructor</td>
<td>A.A. Southwestern Community College, 1996; B.M. Western Michigan University, 1999; M.M. University of Miami, 2001</td>
</tr>
<tr>
<td>William Krejci</td>
<td>Athletic Director and Physical Education Instructor</td>
<td>B.S. Northwest Missouri State University, 1973; M.A. Northwest Missouri State University, 1976</td>
</tr>
<tr>
<td>Dr. Lori Lester</td>
<td>Biology, Anatomy and Physiology Instructor</td>
<td>B.B.A. University of Iowa, 1984; D.C. Palmer College of Chiropractic, 1996</td>
</tr>
<tr>
<td>Regina Long</td>
<td>Web Design Instructor</td>
<td>B.S. Northwest Missouri State University, 1986; M.A. Vitterbo College, 1998</td>
</tr>
<tr>
<td>Jeff Magnuson</td>
<td>Collision Repair/Refinish Instructor</td>
<td>ASE Certified Master Collision Repair/Refinish Technician</td>
</tr>
<tr>
<td>Nancy James</td>
<td>Nursing Instructor</td>
<td>B.S. Iowa State University, 1972; M.A. Northwest Missouri State University, 1987; Additional Work - University of Iowa, Drake University, University of Northern Iowa</td>
</tr>
<tr>
<td>Marsha Jones</td>
<td>Biology/Anatomy (Online) Instructor</td>
<td>B.S. Northwest Missouri State University, 1968; M.S.N. Catholic University of America, 1973</td>
</tr>
<tr>
<td>Patricia Kline</td>
<td>Developmental Studies Instructor</td>
<td>Developmental Education Specialist; The Kellogg Institute, Appalachian State University, 1992; Advanced Kellogg Institute, Appalachian State University, 2001; Additional Work - University of Iowa, Drake University, University of Northern Iowa</td>
</tr>
<tr>
<td>Carole Maske</td>
<td>Business (Online) Instructor</td>
<td>B.S.E. Truman State University, 1983; M.A.E. University of Northern Iowa, 1991</td>
</tr>
<tr>
<td>Rebecca McCann</td>
<td>Nursing Instructor</td>
<td>E.M.T. Mercy School of Health Sciences, 1993; A.A. R.N. Southwestern Community College, 1996; B.S.N. University of Iowa, 2006</td>
</tr>
<tr>
<td>Lisa McLaggen</td>
<td>Music Instructor</td>
<td>B.M. Northern Illinois University, 1999; M.M. New England Conservatory of Music, 2002; Additional Work – University of Miami Frost School of Music (Doctoral of Music Arts, anticipated 2007)</td>
</tr>
<tr>
<td>Amanda Mohr</td>
<td>Nursing Instructor</td>
<td>B.S. College of Saint Mary, 2000; A.D.N. Iowa Central Community College, 2002; B.S.N. University of Iowa, 2004; Additional Work - Clarkson College</td>
</tr>
<tr>
<td>Charles Mundy</td>
<td>Tech Prep Carpenter Instructor</td>
<td>ASE Certified in Damage Analysis and Estimating; Diploma, Auto Body Repair, Southwestern Community College, 1980; I-CAR Platinum Individual Combination Lead Instructor; 27 years experience in Collision Repair</td>
</tr>
<tr>
<td>Justin Mann</td>
<td>Mathematics Instructor</td>
<td>A.A. Eastern New Mexico University, 1995; B.B.A. Eastern New Mexico University, 1999; M.S. University of Nebraska-Omaha, 2001</td>
</tr>
<tr>
<td>Carole Maske</td>
<td>Business (Online) Instructor</td>
<td>B.S.E. Truman State University, 1983; M.A.E. University of Northern Iowa, 1991</td>
</tr>
<tr>
<td>William Krejci</td>
<td>Athletic Director and Physical Education Instructor</td>
<td>B.S. Northwest Missouri State University, 1973; M.A. Northwest Missouri State University, 1976</td>
</tr>
<tr>
<td>Dr. Lori Lester</td>
<td>Biology, Anatomy and Physiology Instructor</td>
<td>B.B.A. University of Iowa, 1984; D.C. Palmer College of Chiropractic, 1996</td>
</tr>
<tr>
<td>Regina Long</td>
<td>Web Design Instructor</td>
<td>B.S. Northwest Missouri State University, 1986; M.A. Vitterbo College, 1998</td>
</tr>
<tr>
<td>Jeff Magnuson</td>
<td>Collision Repair/Refinish Instructor</td>
<td>ASE Certified Master Collision Repair/Refinish Technician</td>
</tr>
<tr>
<td>Nancy James</td>
<td>Nursing Instructor</td>
<td>B.S. Iowa State University, 1972; M.A. Northwest Missouri State University, 1987; Additional Work - University of Iowa, Drake University, University of Northern Iowa</td>
</tr>
<tr>
<td>Marsha Jones</td>
<td>Biology/Anatomy (Online) Instructor</td>
<td>B.S. Northwest Missouri State University, 1968; M.S.N. Catholic University of America, 1973</td>
</tr>
<tr>
<td>Patricia Kline</td>
<td>Developmental Studies Instructor</td>
<td>Developmental Education Specialist; The Kellogg Institute, Appalachian State University, 1992; Advanced Kellogg Institute, Appalachian State University, 2001; Additional Work - University of Iowa, Drake University, University of Northern Iowa</td>
</tr>
<tr>
<td>William Krejci</td>
<td>Athletic Director and Physical Education Instructor</td>
<td>B.S. Northwest Missouri State University, 1973; M.A. Northwest Missouri State University, 1976</td>
</tr>
<tr>
<td>Dr. Lori Lester</td>
<td>Biology, Anatomy and Physiology Instructor</td>
<td>B.B.A. University of Iowa, 1984; D.C. Palmer College of Chiropractic, 1996</td>
</tr>
<tr>
<td>Regina Long</td>
<td>Web Design Instructor</td>
<td>B.S. Northwest Missouri State University, 1986; M.A. Vitterbo College, 1998</td>
</tr>
<tr>
<td>Jeff Magnuson</td>
<td>Collision Repair/Refinish Instructor</td>
<td>ASE Certified Master Collision Repair/Refinish Technician</td>
</tr>
</tbody>
</table>
and residential construction
Additional Work – Drake University

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

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

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 Business 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
  Universal Technical Institute, Automotive Mechanics, 1983-1984
  General Motors Corporation, 1984-1986
  ASE Certified Master Technician
  ASE Certified Service Management
  I-CAR Training Alliance Instructor

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

Loyal Winborn
Business Systems Networking Instructor
Technical Center II, Office 111
  Comptia A+, Comptia Sec+, MCP NT 4.0 Track, MCP 2003 Track,
  Panasonic KXTD 500 and ACE Certified

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
  Doctorate in Education, Drake, 2003
Index

A
Academic Calendar  2
Academic Load  20
Academic Renewal Policy  21
Academic Standard Policy  21
Accounting  74
Accreditation  6
Administration and Staff  107
Admissions  14
Application Steps  14
International Students  15
Transfer Students  16
Visiting Students  16
Admissions Policy for Credit Programs  14
Adult and Continuing Education  9
Adult Literacy Programs  9
Adult Basic Education  9
Fire Science  10
Food Service Training, Institutional  10
Health Services and Allied Health  10
Real Estate and Insurance Training  10
Comprehensive Adult Student Assessment System  9
English Literacy  9
Family Literacy  9
High School Equivalency Preparation  9
Workplace Education  9
Advanced Placement Tests  19
Agricultural Business  76
Agricultural Production Technology  53
Americans with Disabilities Act  7
Art  78
Articulation Agreements  15
Arts and Sciences/College Transfer Program  38
Assessment Services  18,34
Associate of Applied Arts Degree (AAA)  24
Associate of Applied Science Degree (AAS)  24
Associate of Arts Degree (AA)  23
Associate of General Studies Degree (AGS)  23
Associate of Science Degree (AS)  23
Athletics, Intercollegiate  35
Attendance Policy  20
Audit Status  21
Automotive Repair Technology  54

B
Billing Address  5
Board of Trustees  5
Buildings  8
Administration Center  8
Allied Health & Science  9
Instructional Center  8
Performing Arts Center  8
Residence Halls  9
Student Center  8
Technical Centers I and II  8
Business  43
Business Administration  55
Business Systems Networking  56

C
Cancellation of Courses  19
Career and Technical Education Programs  49
Automotive Repair Technology  54
Business Systems Networking  56
Carpentry and Building Trades  57
Collision Repair/Refinish  58
Graphic Design  59
Help Desk  60
Management Information Systems  61
Medical Transcription  62
Nursing Education  64
Licensed Practical Nursing  64
Registered Nursing  64
Office Skills  66
Professional Music  68
Structural Drafting  70
Structural Engineering Technology  70
Web Design and Development  71
Career Option Programs  49
Accounting  51
Agricultural Business  52
Business Administration  55
Office Systems Specialist  67
Career Services  34
Carpentry and Building Trades Certificate  57
Charge Slips  26
Classification of Students  20
CLEP/DANTES Test  18
Clubs and Organizations  34
Collision Repair/Refinish  58
Community Education  10
COMPASS Test  23
Compliances
   Compliance with Federal and State Laws  8
   Americans with Disabilities Act  7
   Drug-Free Workplace and Campus  8
   Educational Equity Policy Statement  6
   Federal and State Laws  8
   Limitations of Catalog Information  8
   Sexual Harassment and Consensual Relationships  7

D
Dean's List  21
Degrees  23
   Associate of Applied Arts Degree (AAA)  24
   Associate of Applied Science Degree (AAS)  24
   Associate of Arts Degree (AA)  23
   Associate of General Studies Degree (AGS)  24
   Associate of Science Degree (AS)  23
Description of Financial Aid Programs  26
Diploma  24
Disability Services (See Students with Special Needs)  36
Distance Education  22
Iowa Communications Network  22
Iowa Community College Online Consortium  22
Drop/Add Courses  19
Dropping/Withdrawing from Online Courses  19
Drug-Free Workplace and Campus  8

E
Economic Development Services  11
Economics  88
Education  89
Education Foundation  11
Educational Costs  25
Fees  25
Program Fees  25
Room and Board  25
Tuition  25
Educational Equity Policy Statement  6
Educational Talent Search  34
Emergency Medical Services  89
Employability and Academic Success  10
Employees  106
English  89
English Literacy  9
English Proficiency  15

F
Faculty  108
Family and Individual Development
and Health 10
Family Educational Rights and Privacy Act of 1974 22
Family Literacy 9
Federal Direct Parent PLUS Loans 29
Federal Direct Stafford Subsidized Loan 29
Federal Direct Stafford Unsubsidized Loan 29
Federal Pell Grant 28
Federal Supplemental Educational Opportunity Grant 28
Federal Work-Study 28
Fees 25
Financial Aid 26
  Ability-to-Benefit 26
  Academic Progress Requirements Adjustment of Awards 29
  Attendance Policy 27
  Available Financial Aid 28
  Award Package 27
  Award Processing 27
  Deadlines 26
  Determination of Financial Need 27
  Disbursement of Aid to Student Accounts 30
  Eligibility 26
  Education Foundation 29
  Federal Direct Parent PLUS Loans 29
  Federal Direct Stafford Subsidized Loan 29
  Federal Direct Stafford Unsubsidized Loan 29
  Federal Supplemental Educational Opportunity Grant 28
  Federal Work-Study 28
  Iowa Grant 29
  Iowa National Guard Education Assistance Program 29
  Iowa Vocational/Technical Tuition Grant 28
  Iowa Vocational/Technical Tuition Grant 28
  Iowa Communications Network 22
  Iowa Community College Online Consortium 22
  Iowa Grant 29
  Iowa National Guard Education Assistance Program 29
  Iowa Vocational Rehabilitation Services 35
  Iowa Vocational/Technical Tuition Grant 28
  Incomplete Grades 21
  Indebtedness Policy 25
  Instruction 37
  International Students 15
  Mathematics 93
  Medical Transcription 62
  Music 68
  Management Information Systems 61
  Mandatory Continuing Education 10
  Medical Transcription 62
  Music 68
  Non-Credit Online Courses 10
  Off-Campus Centers 11, 107
  Office Skills 66
  Office Systems Specialist 67
  Physics 101
  Political Science 102
  Transcripts 22
  Transfer Information 41
  Transfer Majors 41
  Biology 42
  Business 43
  Chemistry 43
  Criminology 44
  Elementary Education 44
  Mortuary Science 45
  Physical Education 45
  Post Secondary Enrollment Option 15
  President's List 21
  Program Fees 25
  Psychology 103
  Purpose Statement 6
<table>
<thead>
<tr>
<th>Department</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Medicine</td>
<td>46</td>
</tr>
<tr>
<td>Pre-Physical Therapy</td>
<td>47</td>
</tr>
<tr>
<td>Pre-Physician Assistant</td>
<td>46</td>
</tr>
<tr>
<td>Psychology</td>
<td>47</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>48</td>
</tr>
<tr>
<td>Transfer Students</td>
<td>16</td>
</tr>
<tr>
<td>TriUmph Early Childhood Program</td>
<td>10</td>
</tr>
<tr>
<td>Tuition</td>
<td>25</td>
</tr>
<tr>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Veterans’ Affairs</td>
<td>31</td>
</tr>
<tr>
<td>Veterans’ Educational Assistance</td>
<td>29</td>
</tr>
<tr>
<td>Visiting Students</td>
<td>16</td>
</tr>
<tr>
<td>W</td>
<td></td>
</tr>
<tr>
<td>Web Design and Development</td>
<td>71</td>
</tr>
<tr>
<td>Withdrawal from College</td>
<td>19</td>
</tr>
<tr>
<td>Workplace Education</td>
<td>9</td>
</tr>
</tbody>
</table>