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## July 2019
Academic Calendar 2019-2020

**Fall Semester**
- August 26: Online Classes Begin
- August 28: Classes Begin*
- September 2: Labor Day-College Closed
- September 23: Online 12-Week Classes Begin
- September 27: Faculty Planning Day, No Afternoon Classes
- October 20: Online First Eight-Week Classes End
- October 21: Online Second Eight-Week Classes Begin
- October 23: Midterm
- November 27: No Classes, College Open
- November 28-29: Thanksgiving Holiday-College Closed
- December 15: Online Classes End
- December 16-20: Final Exam Week
- December 20: Last Day of Fall Semester

**Winterim Classes**
- December 26 - January 7: Winter Fast Track Classes
- December 20 - January 19: Winterim Online Classes

Go to [www.swcciowa.edu](http://www.swcciowa.edu) for the winterim schedule.

**Spring Semester**
- January 13: Classes Begin*
- January 14: Online Classes Begin
- January 20: Faculty Planning Day, No Classes
- February 10: Online 12-Week Classes Begin
- March 6: Midterm
- March 8: Online First Eight-Week Classes End
- March 9: Online Second Eight-Week Classes Begin
- March 16-20: Spring Break
- April 17: Faculty Planning Day, No Afternoon Classes
- May 3: Online Classes End
- May 4-8: Final Exam Week
- May 8: Last Day of Spring Semester/Spring Commencement

**Summer Session**
- May 11: Career & Technical Education Session Begins*
- May 25: Memorial Day-College Closed
- May 26: Summer Session I, Online First Eight-Week Term Classes Begin
- June 1: Summer Session I, Arts and Sciences Classes Begin
- June 8: Summer Session II, Online Second Eight-Week Term Classes Begin
- June 26: Summer Session I Classes End/ Summer Commencement
- July 3: Independence Day Observed-College Closed
- July 6: Summer Session II, Arts & Sciences Classes Begin*
- July 20: Summer Session I, Online First Eight-Week Term Classes End
- July 31: Summer Session II, Arts & Sciences Classes End
- August 2: Summer Session II, Online Second Eight-Week Term Classes End

*Tuition and fees due. Paid in full or enrolled in Nelnet tuition payment plan through SWCC business office.
General Information

- Nondiscrimination Statement
- Board of Trustees
- Purpose Statement
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- Using the College Catalog
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- Off-Campus Centers
Message from our President

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

Anyone who desires, and is committed to obtaining an education, is welcome at Southwestern. 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. Whether you live in one of our fantastic residence halls or commute to campus, I encourage you to get involved in student activities, such as clubs, athletics, music, and student government to get a well-rounded educational experience.

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

Dr. Barbara J. Crittenden
President

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800.247.4023
F 641.782.3312
W www.swcciowa.edu
E admissions@swcciowa.edu

Red Oak Center
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F 712.623.4534
E redoak@swcciowa.edu

Osceola Center
2520 College Drive
Osceola, IA 50213
P 641.342.3531
F 641.342.3627
E osceola@swcciowa.edu

Nondiscrimination Statement

Southwestern Community College prohibits discrimination on the basis of race, color, national origin, sex, disability, age, sexual orientation, gender identity, genetic information, creed, religion, veteran status, associational preference, and actual or potential parental, family or marital status in its programs, activities, or employment practices as required by federal and state civil rights regulations. If you have questions or complaints related to compliance with this policy, please contact the Equity/Title IX Coordinator, Southwestern Community College, 1501 W. Townline St., Creston, IA 50801, phone 641.782.1456, or email TitleIXCoordinator@swcciowa.edu; or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-4544, phone 312.730.1560, fax 312.730.1576, TDD 800.877.8339, or email OCR.Chicago@ed.gov.

Board of Trustees

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Purpose Statement
Southwestern Community College exists in order that community members have opportunities to gain skills and knowledge sufficient for successful employment, higher education achievement, and lifelong learning.

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

Core Values
» Providing an innovative learning community conducive to the lifelong learning of constituents.
» Partnering with members of the Area XIV community, Community Colleges of Iowa and others.
» Offering high quality, student-centered, accessible, and affordable education.
» Meeting the diverse needs of students.
» Promoting educational opportunities for under-represented populations.
» Strengthening communities through economic development.
» Maintaining quality facilities, equipment, and instructional technology.
» Recognizing our people as our greatest asset.

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

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

In 1998, the Student Center was expanded by 3,320 square feet to house the college bookstore. A 7,500 square foot building with classrooms, offices, and a shop area was added at the agricultural site in 2001. A 7,650 square foot building, Technical Center II, was completed in 2004 to offer more space for career and technical education programs. In 2006, a 16,500 square foot facility, the Allied Health and Science Center, became the new location for nursing education programs. That same year an apartment-style residence hall, Spartan Suites, was constructed to allow for an increase in demand for on-campus housing. In the fall of 2010 Spartan Hall was built and in the fall of 2014 Spartan Court was added, both are three-story apartment-style residence halls. The college currently has 17 buildings on nearly 300 acres.

Also in 2010, the Student Center went through reconstruction on the upstairs level to transform the cafeteria into a food-court type area, the Spartan Cafe, and remodel the seating area and restrooms.

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

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

The college’s Red Oak Center was opened in 1985 to fill a growing need to serve the Montgomery County area of Southwestern’s district. The center moved to a permanent location at 2300 North 4th Street near Highway 34 in 1991.

In 1992, the Osceola Center was opened in Osceola as a joint project between Southwestern Community College and Job Training Partnership Act (JTPA). The center is located at 2520 College Drive (west of Interstate 35). The building was expanded by 8,000 square feet in 1999.

Accreditation
Southwestern Community College is accredited by the Higher Learning Commission, (hlcommission.org), a regional accreditation agency recognized by the U.S. Department of Education. The college is also accredited by the Iowa Department of Education. Programs have been approved by the Veterans and Military Education Unit of the Iowa Department of Education for veterans education benefits through the U.S. Department of Veterans Affairs.

Special Accreditation for Academic Programs:
» The ADN and LPN programs are approved by the Iowa Board of Nursing.
» The auto collision repair/refinish and automotive repair technology programs are certified by the National Automotive Technicians Education Foundation (NATEF).
» The electrical technology program is approved by the Iowa Electrical Board Post-Secondary Electrical Program.
» Concurrent enrollment programs are accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP).

Using the College Catalog
The information in this catalog is provided for informational purposes only. Statements in the catalog should not be construed as the basis for a contract. Every effort has been made to make the catalog accurate as of the publication date. For the most recent version of the college catalog, please visit SWCC’s website at www.swcciowa.edu.

The college reserves the right to make changes to academic or other requirements, course offerings, programs, rules, regulations, fees, etc., without notice to individual students.

For more information on policies, procedures, and services, please view SWCC’s current Student Handbook, which is updated annually.
Compliances

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, sex, disability, age, sexual orientation, gender identity, genetic information, creed, religion, veteran status, associational preference, and actual or potential parental, family or marital status in its programs, activities, or employment practices as required by federal and state civil rights regulations.

This institution shall provide program activities and curriculum and instructional resources which will reflect the racial and cultural diversity present in the United States as well as the variety of careers, roles, and lifestyles 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. 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.

In addition to arts & sciences college transfer courses, Southwestern Community College offers career and technical education programs in the following areas of study: Accounting, Accounting & Info Tech, Administrative Office Technology, Agricultural Programs, Auto Collision Repair/Refinish, Automotive Repair Technology, Business Administration, Carpentry and Building Trades, Criminal Justice, Electrical Technology, Graphic Design, Industrial Technology, Information Technology Systems Networking Management Information Systems, *Nursing, Office Skills, Professional Music, Welding.

*Admissions requirements for the nursing program may be located at: www.swcciowa.edu/nursingadmissions

It is the policy of Southwestern Community College to affirmatively recruit women and men, members of diverse racial or 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.

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.

Questions or complaints related to compliance with this policy may be directed to: Equity/Title IX Coordinator, Southwestern Community College (Administration Center), 1501 W. Townline St., Creston, IA 50801, phone 641.782.1456, or email TitleIXCoordinator@swcciowa.edu; or the Director of the Office for Civil Rights, U.S. Department of Education (Citigroup Center), 500 W. Madison Street, Suite 1475, Chicago, IL 60661-4544, phone 312.730.1560, fax 312.730.1576, TDD 800.877.8339, or email OCR.Chicago@ed.gov.

Information regarding the federal and state regulations governing equal education and employment opportunity are available in the Human Resources office in the Administration Center.

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 student services 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 director of student development, Administration Center, 641.782.1458.

Policy Prohibiting Discrimination, Harassment and Bullying
It is the policy of Southwestern Community College to have a campus environment for every student and employee that is free from hostility, especially when such hostility is based on the person’s race, color, national origin, sex (including sexual harassment, sexual violence, sexual misconduct, domestic violence, dating violence, or stalking), disability, age in employment, sexual orientation, gender identity, genetic information, creed, religion, veteran status, associational preference and actual or potential parental, family or marital status.

For the purpose of determining whether particular conduct constitutes a violation of this policy, the following definitions will be used:

**Discrimination:**
Action that is based on a person’s race, color, national origin, sex, disability, age in employment, sexual orientation, gender identity, genetic information, creed, religion, veteran status, associational preference and actual or potential parental, family or marital status that:

» adversely affects a term or condition of a person’s employment, education, living environment or participation in a college activity; or

» is used as a basis for or a motivating factor in decisions affecting the person’s employment, education, living environment or participation in a college activity.

**Harassment:**
Communications or conduct that are based on a person’s race, color, national origin, sex (including sexual harassment, sexual violence, sexual misconduct, domestic violence, dating violence, or stalking), disability, age in employment, sexual orientation, gender identity, genetic information, creed, religion, veteran status, associational preference and actual or potential parental, family or marital status that has the purpose or effect of unreasonably interfering with a person’s employment or educational experience or creates an intimidating, hostile, offensive working, educational or living environment.

The college will provide, consistent with state and federal law, reasonable accommodations to persons with disabilities and reasonable accommodations for religious practices.
Examples of harassment and conduct prohibited by this policy and in reference to the protected classes listed include, but are not limited to:

» Denying a person access to an educational program
» Denying salary increases and/or promotions
» Preventing a person from using college facilities or services
» Instigating or perpetuating an environment that is unwelcome or hostile
» Subjecting a person to offensive and unwanted conduct. Offensive and unwanted conduct includes offensive jokes, offensive pictures and digital images, slurs, epithets, threats, intimidation, stalking, and unwanted sexual conduct or contact (including rape, sexual assault, sexual battery, non-consensual touching of erogenous zone).

» Basing decisions about employment or educational opportunities on a person’s acceptance or rejection of sexual advance, sexual imposition or request for sexual favors.

The more severe the conduct the less need there is to show a repetitive series of incidents to demonstrate a hostile environment. A single severe incident may be sufficient to create a hostile environment.

Bullying:
Communications or conduct which threaten the fundamental principles of the college relating to mutual respect and individual dignity and which is hurtful to someone either as a single incident or over a period of time. It can be either physical, verbal or indirect or a combination of any of these forms. It may include: intimidation, exclusion, rumor-spreading, name-calling, anonymous messages, or damage to or theft of personal property. Other particular conduct which also constitutes a violation of this policy:

» Cyberbullying, which includes but is not limited to:
  1. Texting or emailing unpleasant, frightening, or rude phone messages.
  2. “Sexting,” where sexually inappropriate phone pictures of one person are used by another person to upset, harass, or demean the person in the pictures.
  3. Posting abusive or demeaning comments on social networking sites.

» Sexual and sexist bullying includes:
  1. Making offensive, derogatory or demeaning comments or innuendos to a person linked to their gender, sexuality, or sexual activity.
  2. Displaying sexual or pornographic pictures with intent to insult, demean, or harass another person.

» All other communications or conduct which are offensive, derogatory, or demeaning based on a person’s race, color, national origin, sex, disability, age in employment, sexual orientation, gender identity, genetic information, creed, religion, veteran status, associational preference and actual or potential parental, family or marital status.

**Retaliation is prohibited.**

Any adverse action or conduct taken by any person against a person who has sought relief under this policy is strictly prohibited and will be regarded as a separate and distinct violation of this policy. Examples of retaliatory action include assigning low grades, assigning undesirable work schedules, and/or giving inflated performance reviews. This protection against retaliation extends to any person who opposes acts of harassment or discrimination or bullying or who testifies, assists, or participates in a manner in an investigation, proceeding, or hearing relative to harassment or discrimination.

**Reporting discrimination, harassment, bullying and/or retaliation.**

Any person who believes he/she has been subjected to discrimination, harassment (including sexual harassment, sexual violence, sexual misconduct, domestic violence, dating violence, or stalking), bullying or retaliation may report the behavior to the educational equity (Title IX) coordinator, 641.782.1456 or 800.247.4023, ext. 456. Reports may be filed by the alleged victim or others on their behalf. Anonymous reports will be accepted, however, options available to college authorities for investigating or resolving anonymous reports may be limited because of the unique challenges presented.

Individuals also always have the right to file a formal complaint with:

Iowa Civil Rights Commission in Des Moines 515.281.4121 or 800.457.4416 or Office for Civil Rights (Midwestern Division), US Department of Education in Chicago, IL 312.730.1560 or email OCR.Chicago@ed.gov

**Will my concern be confidential?**

The college will preserve confidentiality to the extent possible and allowed by law. The college does not employ counseling employees subject to special confidentiality. An individual may request confidential reporting of a crime to a responsible employee; however, it is the duty of the responsible employee to report the names of individuals involved as well as relevant facts regarding the alleged incident (including date, time, and location) to the educational equity (Title IX) coordinator. If the individual requests confidentiality, the educational equity (Title IX) coordinator will make every effort to respect this request and will evaluate the request in the context of the college’s responsibility to provide a safe and nondiscriminatory environment for all.

**Non-confidential reporting.**

Because information relating to the report will be shared in the course on a need-to-know basis, or as otherwise required by law or required under this policy, it is not possible to guarantee complete confidentiality. The alleged victim may request confidentiality and the college will take such requests seriously, however such requests may severely limit the college's ability to investigate and take reasonable action in response to a report. In cases involving student sexual violence, the Title IX coordinator will consult with the Crisis Intervention and Advocacy Center regarding the seriousness of the alleged violation.

Compliance with Southwestern’s procedures prohibiting discrimination, harassment, and bullying is mandatory. Non-compliance with federal and state regulations requiring nondiscrimination in educational programs may result in severe disciplinary action. For more information regarding disciplinary sanctions for violations of this policy, refer to the Student Code of Conduct in the Student Handbook. Questions regarding student conduct may also be directed to the dean of student services, 641.782.1413.

**Sexual Harassment/Sexual Offense/Sexual Violence**
Southwestern Community College will not tolerate the sexual abuse/violence of students, faculty, and/or staff on campus, facilities and/or activities. It is the policy at the college to provide education to help prevent, facilitate the reporting of, and provide information on counseling concerning sexual abuse.
Sexual harassment is a violation of Title IX in that it constitutes differential treatment on the basis of sex (including sexual harassment, sexual violence, sexual misconduct, domestic violence, dating violence, or stalking). Title IX applies to any educational program or activity and protects both students and employees.

Effective July 1, 1992, House File 2028, an Act requiring institutions of higher education to establish policies relating to sexual abuse and providing the Act’s applicability was enacted by the General Assembly of the State of Iowa and signed by the Governor.

The FBI’s National Incident-Based Reporting System edition of the UCR defines a sex offense as any sexual act directed against another person, forcibly and/or against that person’s will; or not forcibly or against the person’s will where the victim is incapable of giving consent. Sexual harassment/sexual violence of employees and students at SWCC is defined as any unwelcome sexual advances, request for sexual favors or other verbal or physical conduct of a sexual nature occurs when:

» submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s academic evaluation or employment.

» submission to or rejection of such conduct used as the basis for academic decisions or employment affecting that individual.

» acts of domestic violence, dating violence, and/or stalking.

» such conduct has the purpose or effect of unreasonably interfering with an individual’s educational experience or work performance or creates an intimidating, hostile or offensive education or work environment.

Any person who believes he/she has been subjected to sexual harassment, sexual violence, sexual misconduct, domestic violence, dating violence, or stalking may report the behavior to the Title IX coordinator, 641.782.1456 or 800.247.4023, ext. 456. Reports may be filed by the alleged victim or others on their behalf. Anonymous reports will be accepted, however, options available to college authorities for investigating or resolving anonymous reports may be limited because of the unique challenges presented.

**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.

**Tobacco-Free Campus**

In accordance with House File 2212 (Smoke-Free Air Act), which was enacted by the General Assembly of the State of Iowa and signed by the Governor, Southwestern became a tobacco-free campus on July 1, 2008. The tobacco-free policy prohibits the use of smokeless and smoking tobacco or any type of nonprescription inhalant, as well as any devices that simulate the act of smoking, in all Southwestern buildings, vehicles, and on any college-owned property and 50 feet beyond the perimeter of campus. Student violations of this policy will be treated as violations of the student code of conduct. Students may also be issued a fine by the college for non-compliance. The civil penalty for violating this law is $50. Students interested in smoking cessation programs may contact a wellness professional at Greater Regional Medical Center at 641.782.3518 or seek additional assistance via website online: www.quitlineiowa.org.

**Student Right to Know**

Information regarding graduation/completion and transfer-out rates of Southwestern Community College’s general student body and student athletes is updated on an annual basis. This information is on the SWCC website or 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, through annual publication in the Southwestern Student Handbook and the Consumer Information Web page. Both documents are available on SWCC’s website. Also published are annual policy statements, crime statistics, and an on-campus housing fire and safety report. Students will receive an electronic copy of the Student Handbook through campus email.

**Speech and Expression at Public Institutions**

Southwestern Community College complies with the laws of the state of Iowa, and protects speech and expression as a public institution of higher education.

The primary function of an institution of higher education is the discovery, improvement, transmission, and dissemination of knowledge by means of research, teaching, discussion, and debate. To fulfill this function, the institution must strive to ensure the fullest degree of intellectual freedom and free expression allowed under the First Amendment to the Constitution of the United States.

It is not the proper role of an institution of higher education to shield individuals from speech protected by the First Amendment to the Constitution of the United States, which may include ideas and opinions the individual finds unwelcome, disagreeable, or even offensive.

It is the proper role of an institution of higher education to encourage diversity of thoughts, ideas, and opinions and to encourage, within the bounds of the First Amendment to the Constitution of the United States, the peaceful, respectful, and safe exercise of First Amendment rights.

Students and faculty have the freedom to discuss any problem that presents itself, assemble, and engage in spontaneous expressive activity on campus, within the bounds of established principles of the First Amendment to the Constitution of the United States, and subject to reasonable time, place, and manner restrictions that are consistent with established First Amendment principles.

The outdoor areas of campus of an institution of higher education are public forums, open on the same terms to any invited speaker subject to reasonable time, place, and manner restrictions that are consistent with established principles of the First Amendment to the Constitution of the United States.
DEFINITIONS
“Campus community” means students, administrators, faculty, and staff at a public institution of higher education and guests invited to a public institution of higher education by the institution’s students, administrators, faculty, or staff.

“Materially and substantially disrupts” means when a person, with the intent to or with knowledge of doing so, engages in violent or other disorderly conduct that significantly hinders a previously scheduled or reserved activity occurring on college grounds, buildings, and facilities. “Materially and substantially disrupts” does not include conduct that is protected under the First Amendment to the Constitution of the United States.

“Outdoor areas of campus” means the generally accessible outside areas of campus where students, administrators, faculty, and staff at a public institution of higher education are commonly allowed, such as grassy areas, walkways, or other similar common areas. This does not include areas outside health care facilities, veterinary medicine facilities, facilities and outdoor areas used by the institution’s athletic program(s) or team(s), or other outdoor areas where access is restricted to a majority of the campus community.

“Student” means an individual who is admitted and enrolled on a full-time or part-time basis at a public institution of higher education.

“Student organization” means a group officially recognized at or officially registered by the college, or a group seeking such official recognition or official registration, comprised of students who are admitted and in attendance at the college and who receive, or are seeking to receive, student organization benefits or privileges through the college.

PUBLIC FORUMS ON CAMPUS
The outdoor areas of campus are deemed public forums. The college may maintain and enforce clear, published, reasonable viewpoint-neutral time, place, and manner restrictions that are narrowly tailored in furtherance of a significant institutional interest, but shall allow members of the campus to engage in spontaneous protected activities as defined above. If the college places restrictions, it shall provide ample alternative means of expression.

Except as provided in this policy, and subject to the reasonable time, place, and manner restrictions, the college shall not designate any area of campus a free-speech zone or otherwise create policies restricting expressive activities to a particular outdoor area of campus.

PROTECTED ACTIVITIES
The campus community shall be freely permitted to engage in noncommercial expressive activity in outdoor areas of campus, subject to reasonable time, place, and manner restrictions, and as long as the member’s conduct is not unlawful, does not impede others’ access to a facility or use of walkways, and does not disrupt the functioning of the college. Noncommercial expressive protected activities include but are not limited to any lawful oral or written means by which members of the campus community may communicate ideas, including but limited to all forms of peaceful assembly, protests, speeches including invited speakers, distribution of literature, circulating petitions, and publishing, including publishing or streaming on an internet site, audio or video recorded in outdoor areas of campus.

Protected activities shall also include the right of student expression in a counter demonstration held in an outdoor area of campus, as long as the conduct at the counter demonstration is not unlawful, does not materially and substantially prohibit the free expression of others, or impede other’s access to a facility or use of walkways.

NONPROTECTED ACTIVITIES
Nothing shall prevent the college from prohibiting, limiting, or restricting expression and/or expressive activity that is not otherwise protected by the Constitution of the United States. Non-protected activities include, but are not limited to the following:

» a threat of serious harm and expression directed or likely directed to provoke imminent unlawful actions; and
» harassment, including but not limited to expression which is so severe, pervasive, and subjectively and objectively offensive that the expression unreasonably interferes with an individual’s access to educational opportunities or benefits provided by the college and/or violates the college’s anti-harassment policies; and
» violence; and
» unlawful behavior and actions.

Nothing in this policy shall be construed to grant individuals the right to engage in conduct that intentionally, materially, and substantially disrupts the expressive activity of a person or student organization if the college has reserved space in an outdoor area of campus for the activity in accordance with this policy.

STUDENT ORGANIZATIONS
The college will not deny benefits or privileges available to student organizations based on the viewpoint or expression of the viewpoint of a student organization or its members protected by the First Amendment to the Constitution of the United States. For purposes of this policy, benefits means recognition, registration, use of facilities for meetings or speaking purposes, use of channels of communication, and access to funding sources otherwise available to other student groups.

In addition, the college shall not deny any benefits or privileges to a student organization based on the organization’s requirement that its leaders agree to and support the organization’s beliefs as interpreted and applied by the organization, and to further the organization’s mission.

COMPLAINT PROCEDURE
If a member of the campus community believes he or she has been aggrieved by a violation of this policy, the member may file a complaint or grievance with the college. Students are referred to the Formal Student Complaint Procedure outlined in the SWCC Student Handbook and found in Administrative Procedure SS52. An invited guest should work in collaboration with the student, faculty, or staff member who invited them to campus and proceed through the grievance procedure appropriate to that individual (i.e., student, faculty, or staff member).

In the event the matter is not satisfactorily resolved through the appropriate grievance process, or otherwise as provided under Iowa law, the aggrieved member of the campus community may file a complaint with the governing body (the college board) not later than one year after the day of the alleged policy violation.

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.

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**Buildings/Facilities**

**Administration Center**
The Administration Center houses the office of the president, business office, financial aid, advising, admissions, student services, registrar's office, and Title IX coordinator, as well as the office of instructional services, economic development, and other related administrative offices.

**Agricultural Site**
The 235-acre Agricultural Site includes classrooms, offices, and a shop area. This site also includes a student-operated agricultural lab and equipment storage facilities.

**Allied Health and Science Center**
The Allied Health and Science Center, which houses the college's nursing programs, is a state-of-the-art facility with a 12-bed lab room, 110-seat auditorium, computer lab, two private simulation labs, and one debriefing room.

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

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

No parking is allowed in any area between 10:30 p.m. and 7 a.m., except in the designated “overnight” parking lot east of 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, the maintenance department must be notified.

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

**Residence Halls and Other Facilities**
Three apartment-style residence halls, Spartan Court, Spartan Hall, and Spartan Suites, and two traditional-style residence halls, Wilson Hall and West Hall, are available for students living on campus.

The traditional residence halls are designed for double occupancy. Each building has a student lounge, and each room is furnished with two beds, dressers, desks and chairs, and closet areas.

Each suite in the apartment-style coed residence halls features four private bedrooms, furnished with a bed, dresser, desk and chair, as well as a closet area. Individual suites also include two bathrooms, a living room and kitchen area with a full-size refrigerator, stove and microwave, and central air conditioning.

Additional amenities include a student lounge with a TV in Spartan Suites; a student lounge with a large-screen TV, game and activity area, vending machines, and social/study area in Spartan Court; a meal plan for the Spartan Café; free YMCA membership; free internet access; cable TV to each room/apartment; and laundry facilities.

The campus includes outdoor facilities for tennis, baseball, softball, basketball, and disc golf, as well as other outdoor recreational activities.

**Student Center**
The Student Center includes the Spartan Café and the SWCC Shoppe on the upper level. Located on the lower level are a gymnasium, weight room, saunas, and locker and shower facilities.

**Technical Centers I and II**
Technical Center I houses carpentry and building trades, welding technology, electrical technology, and the Educational Talent Search office (ETS). Technical Center II is an 8,000 square-foot facility that sits adjacent to Technical Center I. It is the home for the information technology systems networking and industrial technology programs.

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**Adult and Continuing Education**

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

**Adult Literacy Programs**

**Adult Basic Education (ABE)** offers assistance to adults who are interested in basic skills improvement including job-related and life-coping skills, reading, writing, math, and English. Class time may vary according to student needs. The groups are small and informal, and each student studies at his/her own pace.

**English Literacy (EL)** classes of instruction are designed to help adults, who are limited English proficient, achieve competence in the English language. Classes meet at various sites within Southwestern's district.

**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.

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

High school equivalency preparation classes are located at various sites within the eight counties Southwestern serves.

A testing fee is required for the battery of tests. A student must meet certain requirements if he/she is less than 18 years of age. Transcripts are available through Diploma Sender for a fee.

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

**Health Services and Allied Health** - Programs in health service occupations prepare individuals for either entry into specialized training programs or a variety of concentrations in allied health areas. This instruction includes basic sciences, research and clinical procedures, and aspects of the subject matter related to various health occupations. This includes state-approved Emergency Medical Services training courses at the Emergency Medical Responder, Emergency Medical Technician, and Advanced Emergency Medical Technician levels. Instructional programs that prepare individuals to practice as healthcare professionals, and assistants, may include nurse aide, medication aide, and medication manager training. Southwestern Community College is designated an American Heart Association Training Center. Blood borne pathogens and all levels of CPR and first aid are available.

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

**Transportation and Industry** - We offer courses for individuals to earn their Class A CDL or obtain a certificate in industrial welding. There is a growing need for skilled workers in our area in both fields. Additional programs being developed will enable individuals to obtain a job in other fields that are seeing a shortage of skilled workers.

**Computer and Technology Education** - Classes are offered on the main campus and at the centers. Whether an adult wants to upgrade or learn new computer skills for a job or personal use, Southwestern offers a wide range of computer technology training opportunities. For other career training opportunities, call 641.782.1441.

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

**Customized Training**
Special courses and programs may be developed and presented in-plant or off-site to meet the unique needs of a particular industry or business. Workshops, seminars, and classes can be offered for employees at any level. Topics range from business communications to customized computer training to health and safety. Representatives of business and industry within the college district are invited to contact adult and continuing education staff to discuss training needs.

**Employability and Academic Success**
Courses are designed for the specific purposes of upgrading the skills of persons seeking employment, presently employed, and retraining for new employment. Courses are also available for the advancement of knowledge in traditional educational studies, such as math, science, literature, and history for the purpose of preparing for college or career.

**GAP Tuition Assistance/Pathways for Academic Career Employment**
GAP Tuition Assistance provides tuition assistance to eligible applicants enrolling in GAP approved adult and continuing education certificate programs. GAP Tuition Assistance enables individuals to gain necessary skills to obtain jobs in high-demand fields at no cost.

Pathways for Academic Career Employment (PACE) provides a pathway navigator who assists participants in identifying potential barriers to success and minimizes obstacles by connecting students to appropriate resources. These programs combined enable students to access funding for training and provide extra support services to successfully complete their program.

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

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

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

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

**Small Business Education**
Classes and workshops are offered for taxes, accounting software, business planning, basic accounting, business and financial management, and computers. These classes are collaborative efforts between adult and continuing education and Iowa Small Business Development Centers.
Early Childhood Education & Parents as Teachers

The Early Childhood Education/Parents as Teachers (ECE/PAT) program’s mission is to support, educate, empower and inspire early care & education professionals and families to foster success in young children.

Current projects supporting this mission:

Parents as Teachers - A model Parents as Teachers program serving Union, Adams, and Adair counties. PAT is an evidenced based program, which supports families in gaining child development, parenting and goal-setting support through voluntary in-home visits and opportunities for connections with other families.

Fall Early Childhood Conference at SWCC - Co-sponsored with the Green Valley Chapter of Iowa Association for the Education of Young Children and CCR & R. Generally held the first Saturday of November. The conference prides itself in bringing in national speaker/ECE leaders to inspire early childhood professionals in the SWCC area. Family childcare providers, center-based teachers, administrators and parent educators attend.

CSWVPC - A collaboration between Creston Community Schools, SWCC, Green Hills AEA, MATURA Head Start and local preschool programs to provide a quality preschool experience for all four-year-olds in Creston school district. The program provides professional support and administration to maintain state mandated requirements and is a communication gatekeeper between Creston and its partners.

For more information on any ECE/PAT program, call 641.782.1308.

Child Development Associate Support - The Child Development Associate (CDA) Credential is the most widely recognized credential in early childhood education (ECE) and is a key stepping stone on the path of career advancement in ECE. The Child Development Associate (CDA) Credential is based on a core set of competency standards, which guide early care professionals as they work toward becoming qualified teachers of young children. SWCC ECE can assist with the verification visit that is a required component of the CDA credentialing process, where the candidate is observed working with children in a specific age group. During the visit, a SWCC ECE professional development specialist will go to the CDA candidate’s place of work and review the CDA Professional Portfolio, observe the candidate working with children, and conduct a reflective dialogue about the candidate's strengths and areas of growth. The early childhood professional development specialist will submit an evaluation and scores to the council based on the visit.

Economic Development Services

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

Education Foundation

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

Off-Campus Centers

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

Osceola Center

Southwestern established the Osceola Center in 1992, originally located in a store front near the town square. The current location is just west of the Interstate 35 and Highway 34 intersection. In April of 2000, an extensive remodeling project was completed to better accommodate student needs. The Osceola Center offers credit courses, adult and continuing education courses, customized training for local business, HSED and English language learning classes.

High school students benefit from concurrent enrollment courses offered at the high schools, at the center, and online. High school Career Academy courses in Osceola include carpentry and health.

Osceola Center
2520 College Drive
Osceola, IA 50213

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 completed a remodeling project at the Red Oak Center in 2008 to better accommodate student needs.

The Red Oak Center offers credit courses, adult and continuing education courses, customized training for local business, HSED and English language learning classes. High school students benefit from concurrent enrollment courses offered at the high schools, at the center, and online. Courses are available for high school students through the health Career Academy.

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

Admissions
Residency
Assessment Services
Registration and Academic Policies
Academic Information
Distance Education
Graduation Information
Academic Certificates/Diplomas/Degrees
General Education Competency Areas
Academic Freedom Policy
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 Iowa High School Equivalency Diploma requirements, successful completion of home schooling, or evidence of demonstrated interest, aptitude, or the ability to benefit.

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

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

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

The college has the right to establish admission requirements that are higher than the basic policy.

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

Application Procedures
A. Application for Admission - Submit a completed application for admission online or by mail to the admissions office.

B. High School Transcripts - Submit a copy of the student’s final high school transcripts, High School Equivalency Diploma (HSED) scores (formerly known as the GED), or home schooling documentation to the admissions office. All transcripts and other documentation must be translated into English prior to submission.

C. College Transcripts - If the student has attended other colleges or universities, an official transcript from each college or university attended must be submitted. A transcript is official only when it arrives directly from the previous institution. This is required even if the student does not wish to have previous coursework evaluated or transferred to Southwestern. All transcripts and other documentation must be translated into English prior to submission.

D. Entrance Tests - In recognition of the varying skill levels of entering students, Southwestern Community College uses the ACT, ACCUPLACER, and SAT tests. 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 ACCUPLACER test is given in the Assessment Center, Room 215, of the Instructional Center by appointment or it can also be taken at the Red Oak and Osceola Centers. An appointment to test can be scheduled by calling 641.782.1320. In lieu of the ACCUPLACER test, Southwestern will accept the following from students:

- A documented composite score of 19 on the ACT or an equivalent SAT score of 990 if test is taken after 10/1/2016 or 1350 if taken prior to the above date.
- Documented scores on the COMPASS or ACCUPLACER test taken within the past three years at Southwestern or elsewhere.
- Successful college work within the past three years consisting of a minimum of 12 credits with a “C” grade or better in each class, including three credits in English and three credits in math.

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

The primary purpose of assessment is to help enhance student success at Southwestern. Assessment results will enable the college to improve academic advising and course placement. Areas measured by the ACCUPLACER 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.

High School Students
Through the SWCC College Connection, the college offers a variety of opportunities for high school students to enroll in college courses prior to high school graduation. To participate, students must follow Senior Year Plus (SYP) eligibility requirements, as outlined in Iowa Code through SYP, which includes students meeting proficiency requirements as evidenced by standardized tests or alternative measure of proficiency, as approved by the local district’s board of education. High school students then must also meet the same admission and placement policies as traditional college students.

A high school student interested in enrolling in a SWCC College Connection programming opportunity needs to communicate with his/her school counselor to initiate the application and registration process. Information regarding SWCC’s College Connection programming is available on the SWCC website: http://www.swcciowa.edu/highschool. SWCC College Connection opportunities include SWCC Concurrent Enrollment Program (CEP), Career Academies, Post-Secondary Enrollment Option (PSEO), concurrent enrollment, and articulated courses.

Students earn both high school and college credit for the courses and enrollment in the college courses generates an official college transcript for each student where grades, withdrawals, etc. are recorded. SWCC does not allow auditing in any SWCC College Connection course.

Concurrent Enrollment
Opportunities for high school students to earn college credit are available at a number of districts throughout the Region 14 area. In order for students to participate in concurrent enrollment opportunities through Southwestern, the local school district must approve courses (arts & sciences and Career Academy) through an educational services contract with Southwestern. This program allows ninth through 12th grade students to enroll in contracted coursework with the school district paying any tuition and fees.
Students may enroll in concurrent enrollment classes available on campus, at the college centers, online, or at Region 14 high schools through SWCC CEP.

**Concurrent Enrollment Eligibility & Responsibility**

» Students must meet proficiency requirements as evidenced by standardized tests or alternative measure of proficiency as approved by the local district’s board of education.

» Students must also meet the same admissions and placement policies as traditional college students.

» Students must complete the Southwestern application for admissions (available online www.swcciowa.edu/apply).

» Students must complete their high school’s respective registration form (available from your school counselor). If a student is under 18, a parent or guardian must also sign the form.

» Students must complete the ACCUPLACER test by the first day of SWCC classes (unless the student has a documented score of 19 or higher on his/her ACTs).

» Receive approval from the Southwestern secondary programs coordinator for course selection and registration.

**SWCC Concurrent Enrollment Program (CEP)**

In SWCC CEP, the course is taught at the high school by a high school instructor who meets SWCC’s instructor qualifications. Enrollment in a concurrent enrollment course generates an official college transcript for each student where grades, withdrawals, etc. are recorded.

SWCC was awarded National Alliance of Concurrent Enrollment Partnerships (NACEP) accreditation in 2012. NACEP is a professional organization for high schools and colleges that fosters and supports rigorous concurrent enrollment. NACEP serves as a national accrediting body and supports all members by providing standards of excellence, research, communication, and advocacy (www.nacep.org). NACEP defines a concurrent enrollment as college-credit bearing courses taught to high school students by college-approved high school teachers.

**SWCC Career Academies**

SWCC offers a variety of career and technical education opportunities in partnership with local high schools including:

» Automotive Repair Technology

» Auto Collision Repair/Refinish

» Carpentry and Building Trades

» Electrical Technology

» Health Science

» Information Technology Systems Networking

» Welding Technology

Registration and responsibility guidelines are similar to those for concurrent enrollment. All students must complete the Southwestern application, submit a registration form and ACT or ACCUPLACER scores. Please check with your school counselor for the opportunities available through your district.

**Post Secondary Enrollment Option (PSEO)**

First established in 1987, the Postsecondary Enrollment Options (PSEO) program is intended to promote rigorous academic pursuits and to provide a wider variety of options to high school students. The program allows 11th and 12th grade students, as well as ninth and 10th grade students identified as gifted and talented by their respective registration form (available from your school counselor). If a student is under 18, a parent or guardian must also sign the form.

» Receive approval from the Southwestern secondary programs coordinator for course selection and registration.

**Eligible Postsecondary Courses (281—IAC 22.17)**

The administrative rules for PSEO are intended to implement the policy of the State of Iowa to promote rigorous academic pursuits. Therefore, postsecondary courses eligible for students to enroll in under PSEO shall be limited to:

» Nonsectarian courses.

» Courses that are not comparable to courses offered by the school district where the student attends which are defined in rules adopted by the board of directors of the public school district.

» Credit-bearing courses that lead to an educational degree. Please note that a postsecondary certificate does not meet the
definition of a degree. If a course is only a part of a certificate program, it is not eligible for PSEO.

» Courses in the discipline areas of mathematics, science, social sciences, humanities, and career and technical education.

» The courses in a professional studies program offered by community colleges.

» Students must complete their high school’s respective registration form (available from your school counselor.) For a complete listing of available SWCC courses, visit: www.swcciowa.edu/academics/college-catalog

Transportation (281—IAC 22.20)
The parent or guardian of an eligible student who has enrolled in and is attending SWCC under PSEO shall furnish transportation to and from SWCC for the student.

High School Articulation Agreements
Through the articulation process between high schools and the college, students may receive tuition-free college credits (upon successful completion of eligible coursework) to be used toward graduation from high school. The credits will begin their college transcript and may be used toward a college diploma or degree. Articulated courses are offered within career and technical education fields of study.

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 completed application for admission to the admissions office.

» Submit proof of successful completion of home schooling requirements/curriculum with the Southwestern Community College Home School Proof of Completion form.

» Submit verification letter from someone other than a family member (i.e. mentor, tutor, librarian, etc.)

» Complete an ACCUPLACER test or submit a documented ACT composite score of 19 or above or COMPASS scores taken within the last three years.

» Meet with an academic advisor from the college prior to 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 the international application for admission online.

B. Submit a $150 international student processing fee.

C. Submit official records of attendance and transcripts for all schools, English language programs, and colleges attended.

D. Submit Proof of English Proficiency Form – show evidence of English proficiency required by the college. The student must also submit:

» TOEFL (Test of English as a Foreign Language) Exam by achieving a minimum score of 61 on the Internet-based test, 173 on the computer-based test, or 500 on the paper-based test; or

» IELTS (International English Language Testing System) academic module score of 6; or

» Successful completion of freshman level English at an approved U.S. college or university.

E. Submit ACCUPLACER test scores, a documented ACT composite score of 19, an equivalent SAT score of 990 if test is taken after 10/1/2016 or 1350 if taken prior to the above date, or COMPASS scores taken within the past three years. All students are required to test prior to registration and have test scores on file with the admissions office.

F. Complete Student Financial Statement – show evidence of ability to meet all educational and living expenses, while attending Southwestern Community College. The student, family member, or sponsor is required to show financial support of approximately $14,222 (USD) for the period of one year.

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

No decisions regarding admission will be made until the admissions office receives all required documents, as well as the paid processing fee.

All transcripts and other documentation must be translated into English. Any transcript issued in a language other than English must be evaluated by an agency such as the Education Credential Evaluators (ECE), http://www.ece.org, prior to a credit evaluation at Southwestern.

Visiting Students
A student who is regularly enrolled at another college or university and wants to take a course(s) at Southwestern to immediately transfer back to his/her home college may be accepted as a visiting student at Southwestern. A visiting student may also be an individual who wants to take a course(s) for personal or professional development and is not seeking a degree. The visiting student does not need to submit transcripts. If the student wants to take a math or English course, the student must submit official ACT, SAT, ACCUPLACER, or COMPASS test scores. A visiting student may not enroll in more than 10 credits per term. The student must submit an application for admission and indicate he/she is a visiting student.

Transfer Students
Students who wish to transfer from another college/university are eligible to apply for admission with advanced standing. Students transferring to Southwestern from other institutions will have their credits evaluated on an individual basis. Transfer credits will be considered only when earned at an institution accredited by regional accreditation associations, such as the Higher Learning Commission. All transfer students are advised to consult with the admissions office well in advance of the beginning of each term so that transfer status may be established. Credit will be granted for courses taken at other accredited institutions in which the student earned a grade of “C” (2.00 on a 4.00 scale) or better. Credit will only be
awarded for courses in which a grade of “D” has been earned, providing the student’s overall grade point average from the transferring institution is “C” (2.00 on a 4.00 scale) or better. Credit is only awarded with no impact on the GPA. Grades of “D” will not be accepted for any required courses in the nursing education program. Military credit will be granted according to guidelines published by the American Council of Education (ACE). No more than 16 semester hours of credit, which is termed vocational by the ACE, may be used as electives towards the Associate of Arts and Associate of Science degrees. Students must complete at Southwestern a minimum of one-third of the credits applicable to the degree being pursued. Transfer students enrolling in classes will be required to take the ACCUPLACER test or have on file an ACT composite score of 19 or higher, a SAT composite score of 990 (if test is taken after 10/1/2016 or 1350 if taken before 10/1/2016), COMPASS scores taken within the past three years, or to have successful college work within the past three years consisting of a minimum of 12 credits with a “C” grade or better in each class, including three credits in English and three credits in math.

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

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 associate degrees. The following explains the usage of associate of applied science degree/ diploma credits:

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

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

1. A statement of that community college’s policy on internal articulation of career and technical education credits toward their own Associate of Arts and Associate of Science degrees is on file with the admissions office at Southwestern.

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

The following explains the general procedures in order for a student to use career and technical education credits toward an Associate of Arts or Associate of Science degree:

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 degree.

B. A student must complete the required general education courses to receive the Associate of Arts or Associate of Science degree.

C. A student must still meet all requirements as specified in the Southwestern catalog. A combined total of 16 career and technical education credits may be applied toward the AA or AS degree. 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. A student will be required to file at least two documents to determine his/her residency status. No two documents may come from the same source. The following are examples of acceptable documentation.

- 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.
- Iowa state income tax return.
- An Iowa driver’s license.
- An Iowa vehicle registration card.
- In Iowa voter registration card.
- Proof of Iowa Homestead credit on property taxes.
Residency of Minor Students

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

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

Residency of Adult Students

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

Residency of Students Who Are Not Citizens of the United States

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

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

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

Residency of Federal Personnel and Dependents

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

Veterans Exemption

All veterans of military service will be granted in-state tuition.

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 Academic Review Committee. If the matter is not resolved at this point, a student may submit a written appeal within five (5) days to the dean of student services. The facts will be reviewed to determine if the student’s due process was protected and then render a final decision.

Assessment Services

Students, potential students, and others are offered opportunities for evaluative services in the assessment center. A variety of academic and vocational assessments are available. 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 sciences or career and technical education programs are required to take the ACCUPLACER test prior to registration. Please refer to the college website for additional nursing testing requirements. In addition, any student enrolling for his/her seventh credit or enrolling for a math or English class must test. All high school students are required to have test scores on file prior to registration.

In lieu of the ACCUPLACER test, Southwestern will accept the following:

- A documented composite score of 19 or above on the ACT or an equivalent SAT composite score of 990 when taken after 10/1/2016 or 1350 when taken prior to that date. COMPASS scores will be accepted if taken within the past three years.

- Successful college work within the past three years consisting of a minimum of 12 credits with a “C” grade or better in each class, including three credits in English and three credits in math.

Students entering the LPN or ADN programs are required to take the ACCUPLACER or ACT test. COMPASS scores will be accepted if taken within the past three years.

The ACCUPLACER test is a computerized adaptive test for placement, advising, and diagnostic purposes. The ACCUPLACER test measures skill levels in reading, writing, and mathematics. The test is an untimed assessment customized to meet Southwestern’s needs.

Documented scores on the ACCUPLACER 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 ACCUPLACER test is administered free of charge the first time it is taken. Retakes are administered at a fee of $5 per individual test. A $10 fee and written request are required to have scores sent to another institution.

ACCUPLACER tests are given by appointment on the Creston campus and at the Red Oak and Osceola Centers. To schedule an appointment, contact the appropriate campus or center directly: Assessment Center, Creston campus 641.782.1320, 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.

Any student needing accommodations in order to test must contact the Southwestern assessment coordinator located on the Creston campus and make arrangements prior to testing, 641.782.1330.

**CLEP/DSST (College Level Examination Program/DANTES Subject Standardization Test) Credits**

The Assessment Center is a national test center for CLEP and DSST 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 official scores obtained on CLEP/DSST subject examinations.

B. Upon receipt of official scores, CLEP/DSST credits will be recorded on academic transcripts for appropriate recording fees after 12 college credits are earned at Southwestern. Credit will not be granted if it duplicates credit for courses already taken. AP credit will not be given grades nor will it be considered in determining grade point average.

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

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

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

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

G. Credit earned through CLEP/DSST 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. Upon receipt of official scores, AP credit will be recorded on academic transcripts for appropriate recording fees after 12 college credits are earned at Southwestern. Credit will not be granted if it duplicates credit for courses already taken. AP credit will not be given grades nor will it be considered in determining grade point average.

**Credit for Prior Learning**

Southwestern Community College recognizes that individuals involved in various aspects of life have already acquired learning of a measurable, college-level dimension beyond a traditional classroom setting, which can be assessed legitimately and recognized as part of a degree program.

Such learning, frequently called prior learning, may result from employment/work experience, professional certification, non-credit courses, hobbies, volunteer experience, civic activities, or military or other experiences. The assessment of prior learning is primarily for students who have been out of school for several years and who are entering or returning to Southwestern to earn an associate of applied science degree.

Credit for Prior Learning (CPL) is a process by which an individual’s learning, from experience that is equivalent to college-level coursework, is assessed and evaluated for purposes of granting college credit, certification, or advanced standing toward further education or training.

Credit for prior learning can be awarded only after the assessment of prior learning experiences and only for documented learning that demonstrates achievement of all identified learning outcomes for a specific college credit course or courses.

To be eligible for CPL, the student must be currently enrolled and in good standing at Southwestern or be eligible for re-admission to the college.

A maximum of 30 credits of degree requirements can be satisfied by receiving academic credit through CPL. For non-transferable degree programs (eg. associate of applied science), the maximum credits that may be satisfied through CPL may vary. Students must complete the final 15 credits at Southwestern Community College.

To initiate CPL, students must complete the following steps:

» Evaluation of certification licensures: Student must make an appointment with the designated faculty member, establish proof of identity, complete the CPL request form, and pay the required fees prior to evaluation. The faculty member and student will then arrange a time to review the certification licensure.

» Challenge examination: Student must make an appointment with the designated faculty member, establish proof of identity, complete the CPL request form, and pay the required fees prior to testing. The faculty member and student will then arrange a time for the student to complete the assessment.

» Portfolio evaluation: Student must make an appointment with the designated faculty member, establish proof of identity, complete the CPL form, pay the required administrative fee, complete the CPL portfolio evaluation rubric (including supporting documentation), and submit the portfolio to the respective faculty member for evaluation.

An assessment fee is charged upon submission of the CPL request form to the registrar. Southwestern will follow the CPL fee structure as outlined below:

» For a faculty evaluation of national certification/licensure exams, an assessment fee of $25 will be charged.

» The fee for a challenge exam will be $75 per course for a paper- or computer-based exam or $100 per course for a practical (hands-on exam).

» The fee for portfolio evaluation is a $100 administrative fee.
In addition, a CPL credit hour fee (25 percent of prevailing tuition) will be charged.

CPL fees cover administrative and assessment costs incurred by the college and are not for "purchase of credit;" therefore, fees are nonrefundable if any petition for credit is denied.

After assessment or evaluation, the student will receive notification by the student's Southwestern email account indicating the assessment results. If credit is awarded, it will be designated under the heading of "Credit by Examination." The transcript will designate the course title, number of credits awarded, and the designation "CR" for credit. Grades are not recorded when credits are earned through CPL nor is a student's grade point average affected.

Students who are not granted credit through CPL for a specific course may not petition for credit again by the options defined under CPL. A student also may not receive credit twice for a course that has been awarded through CPL.

If a student is denied credit, the student can appeal the decision by following the grade appeal process as outlined in the student handbook.

Credit for Non-Credit Coursework

Students may request that credit appear on their transcripts for non-credit curriculum that has been approved as a credit course. The non-credit coursework must be documented and comparable to the approved curriculum for the credit course.

To be eligible, the student must be currently enrolled and in good-standing at Southwestern or be eligible for re-admission to the college.

All credit must be awarded prior to the student's last semester of enrollment. Credit does not count toward the residency requirement of the college nor does financial aid cover non-credit to credit fee expenses.

A maximum of 16 credits of non-credit to credit transfer may be used to satisfy elective degree requirements in the Associate of Arts and Associate of Science degree programs. In the Associate of Applied Science and the Associate of General Studies degree programs, a maximum of 30 credits may be satisfied through non-credit to credit transfer. Students must complete the final 15 credits at Southwestern Community College.

Southwestern does not guarantee that another college or university will accept non-credit to credit transfer. Students interested in transferring to another college should check with that institution about their transfer policies.

To initiate non-credit to credit transfer process, students must complete the following steps:

1. Student must make an appointment with the vice president of instruction or his/her designee, establish proof of identity, complete the Non-Credit to Credit Transfer Request Form, and pay the required fees prior to evaluation.
2. The student also must present written confirmation of satisfactory completion from the instructor of and/or agency presenting the non-credit course to the vice president of instruction or his/her designee.
3. The written confirmation (e.g. course outline or syllabus) is presented to the Curriculum Committee for review. The curriculum of the non-credit course must be documented and comparable to the approved course, as evaluated by the Curriculum Committee.
4. If documentation of a national certification/licensure exam is presented, this will be evaluated through the Credit for Prior Learning process.

An assessment fee is charged upon submission of the Non-Credit to Credit Request Form to the registrar. Southwestern will follow the fee structure as outlined below:

1. A credit hour fee of 25 percent of prevailing tuition will be charged.
2. The fees outlined above cover administrative and evaluation costs incurred by the college and are not for "purchase of credit;" therefore, fees are nonrefundable if any petition for credit is denied.

After assessment or evaluation, the student will receive notification by the student's Southwestern email account indicating the assessment results. If credit is awarded, it will be designated under the heading of "Credit by Examination." The transcript will designate the course title, number of credits awarded, and the designation "CR" for credit. Grades are not recorded when credits are earned through non-credit to credit transfer nor is a student's grade point average affected.

Students who are not granted credit for a specific course may not petition for credit again by the options defined under this policy. A student also may not receive credit twice for a course that has been awarded through the non-credit to credit conversion process.

If a student is denied credit, the student can appeal the decision by following the Grade Appeal process as outlined in the Student Handbook.

Additional Assessments

Southwestern is a test site for Pearson VUE exams, Iowa Pesticide certification, and Iowa Dental Board exams. 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, email 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 staff advisor. Students are urged to arrange for early conferences in planning for any future terms. Staff advisors are available during the summer months. As part of registration and/or class placement, specific testing may be required.

Advising

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

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

» Make appropriate course selections each semester.

» Discuss general education requirements and academic progress.

» Discuss any problems which may affect academic performance.

» Add or drop a course.

» Check on graduation requirements and obtain transfer information.

» Discuss career considerations.

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

Cancellation of Courses
The college reserves the right to cancel, reschedule, or alter the meeting times of any course. Students must follow the drop/add procedure to add another course or section to replace the canceled section.

Change in Schedule - Adding or Dropping Courses
A student who wishes to add or drop courses or withdraw totally from college must initiate this action in the registrar’s office. Please refer to the Educational Costs section for tuition and fees refund policy information.

Courses may be added at the beginning of each semester during the first week of classes. The deadline for adding courses is 4 PM 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.

Sixteen-week 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 first day of final exams. Dropping and re-adding the same course for the sole purpose of returning the textbook is not allowed.

Drop/Add Schedule for Face-to-Face Classes

<table>
<thead>
<tr>
<th>Course Duration</th>
<th>Last Day to Add</th>
<th>Last Day to Drop (with instructor approval)</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 week course</td>
<td>4 p.m. on the fifth day of classes</td>
<td>Friday prior to the first day of finals</td>
</tr>
<tr>
<td>6-8 week course</td>
<td>4 p.m. on the second day of classes</td>
<td>Friday prior to the last week of the class</td>
</tr>
<tr>
<td>4-5 week course</td>
<td>4 p.m. on the first day of classes</td>
<td>Friday prior to the last week of the class</td>
</tr>
<tr>
<td>Fast-track course</td>
<td>noon on the first day of the class</td>
<td>The day prior to the last day of the class</td>
</tr>
</tbody>
</table>

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 an official signed withdrawal form available in the registrar’s office in Creston or from the 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. Students must be cleared by the library, financial aid office, and business office.

Military Call-Up Policy
For actively enrolled students/reservists who are called up for active duty by the United States Armed Forces, or for the spouse of a member if the member has a dependent child, students will be required to produce or mail call-up orders to the SWCC student services department. Upon receipt of the call-up orders, a withdrawal form will be completed to execute a 100 percent refund. In the event a student has completed a sufficient and significant portion of the coursework (as determined by the course instructor), a grade may be assigned. In this circumstance, the 100 percent refund and withdrawal will not be used.

Academic Information

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

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

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

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

Instructors will hold all classes as scheduled, and students are expected to be in attendance. If a student is absent, the instructor is in the best position to judge the effect of that absence on
the student's progress. 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 coursework 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. If prolonged absences continue, the following may occur:

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

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.

The college has in place a class attendance policy related to school-sponsored activities. Please see the Student Handbook for complete policy.

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

Academic Load
The normal academic load for a student expecting to graduate with an associate degree is 16 credits per semester. Students generally may not enroll in more than 19 credits without special permission from the dean of student services. A student carrying 12 credits per semester is considered a full-time student. Visiting students may not enroll in more than ten credits per term.

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

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>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Repeat Course</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>Audit</td>
<td></td>
</tr>
<tr>
<td>O</td>
<td>Academic Renewal</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td></td>
</tr>
</tbody>
</table>

Grade Point Average
The grade point average (GPA) is obtained by multiplying the number of points assigned to the letter grade received in each course by the number of credit hours attempted for the course to arrive at the total 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, O, and X will not be included in the GPA.

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 coursework must be completed within four calendar months following the term in which the “I” was assigned. If the coursework 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 dean 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 unwarranted. This appeal must be initiated by the student and must proceed according to the steps outlined in the current Student Handbook.
President’s List
Full-time students who obtain a 3.5 grade point average during a semester will qualify to be placed on the President’s List as published by the registrar’s office.

Dean’s List
Full-time students who obtain a 3.0 grade point average or above during a semester will qualify to be placed on the Dean’s List as published by the registrar’s office.

Phi Theta Kappa Honor Society
Any student who has completed at least 12 credits from Southwestern that can be applied to any AA, AAA, AAS, or AS degree and has a 3.5 GPA or better is eligible to join the Phi Theta Kappa International Honor Society. The mission of Phi Theta Kappa is to recognize achievement of college students and provide opportunities to grow as scholars and leaders. Beta Eta Nu is SWCC’s chapter.

Academic Standard Policy
A student who attempts six or more academic credits must achieve a cumulative grade point average 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 warning for the next semester of attendance. If the grade point 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 1.75 for an academic semester) may avoid suspension while remaining on academic warning 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 unless he/she follows the steps below:

1. The student is required to submit an appeal letter to the dean of student services for consideration of re-enrollment, addressing the reasons the student was academically unsuccessful during previous enrollment and what has changed that will enable the student to be academically successful.
2. The dean or his/her designee must grant permission in writing. Certain sanctions may apply.

Students receiving financial aid must also abide by all financial aid regulations regarding student academic progress (SAP) and unusual enrollment history (UEH).

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 credits of coursework with a minimum of 2.0 GPA after returning to Southwestern.

A. Academic renewal may only be applied to an academic term(s) completed prior to the student’s extended absence.
B. All courses and credits that were taken during the chosen term(s) will be removed from consideration for GPA and degree requirements.
C. To remove more than one term, the terms must be consecutive.
D. All courses will remain on the student’s academic record, but the grades will be changed to “O.”
E. A student may be granted “academic renewal” only once.

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

Permanent Record
Southwestern Community College retains a permanent record file for each student. Included in this file is evidence of enrollment, high school and/or GED/HSED transcripts, previous college transcripts, and a Southwestern transcript.

Academic Transcript Requests
Southwestern Community College has partnered with the National Student Clearinghouse for official transcript orders.

There is a $5 fee per transcript ($2.75 transcript fee and $2.25 processing fee). Transcripts will not be processed if there is a business office hold on the student’s account. If a hold exists on a student’s account, he/she will be notified via e-mail.

Once an order has been received, the transcript will be mailed from SWCC within five to seven business days. Please allow two extra weeks when the request is at the end of a term. If the student selects for the transcript to be received by mail, please allow three to five additional days for delivery by the United States Postal Service.

If a student has a question regarding transcript orders, he/she may contact student services at 641.782.1326 or registrar@swcciowa.edu.

To order a transcript, please visit SWCC’s website at www.swcciowa.edu/transcripts.

Family Educational Rights and Privacy Act
What is FERPA?

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.” Parents or eligible students have the right to inspect and review the student’s education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student’s education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

» School officials with legitimate educational interest;
Other schools to which a student is transferring;
Specified officials for audit or evaluation purposes;
Appropriate parties in connection with financial aid to a student;
Organizations conducting certain studies for or on behalf of the school;
Accrediting organizations;
To comply with a judicial order or lawfully issued subpoena;
Appropriate officials in cases of health and safety emergencies; and
State and local authorities, within a juvenile justice system, pursuant to specific State law.

**Directory Information**
Southwestern Community College may disclose, without consent, "directory" information, which includes:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Degrees, honors, and awards received
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

Any student objecting to his or her directory information being made public must file notice of such objection with the registrar's office.

For additional information, the student may contact: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202, 800.USA.LEARN, 800.872.5327 (voice)

Individuals who use TDD may call 800.437.0833.

**Educational Records**
The official academic records of enrollment for credit earned by a student at Southwestern Community College shall be retained in perpetuity. All student record documents, which are used to create, update, and support the accuracy of the official academic transcript, veterans’ records, and placement records shall be retained for three years after a student’s last enrollment. These documents may then be destroyed in the manner most appropriate. All student financial aid records will be retained five years following the end of the fiscal year for which funds were awarded. No records may be preserved beyond graduation or other final departure from the institution except:

A. Academic records subject to the limitations of nondisclosure
B. Financial records of continuing obligations
C. Medical and psychiatric records subject to normal rules for privileged information
D. Financial aid records

The student has the right to inspect and review his/her educational records. The registrar’s office at Southwestern has been designated to coordinate the inspection and review of such records. The student must make a written request to the registrar’s office to inspect records. Only records covered by the “Family Rights and Privacy Act of 1974 as Amended” will be made available within 45 days of the receipt of the written request. Educational records do not include records of instructional, administrative, and educational personnel, which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute; student health records; employment records; and alumni records. Health records however, may be reviewed by physicians of the student’s choosing. The student has the right to request and receive a response that explains or interprets his/her educational records. A student may challenge the accuracy of records maintained by the college on the grounds the records are inaccurate, misleading, or otherwise violate the privacy or other rights of the student.

**Records Appeal**
The college has established the following procedures to provide an opportunity for the student to correct or delete inaccurate records, or to insert a written explanation of record content:

A. Discuss the issue first with the individual staff person who established or maintains the records. Presumably most issues can be resolved at this level.

B. If a satisfactory resolution cannot be reached, the student should submit the question to the dean of student services who will investigate and respond in writing.

C. If the decisions are in agreement with the student's request, the appropriate records will be amended.

D. If the decisions are not in agreement, the student will be notified within a reasonable period of time that the records will not be amended; and the student will be informed by the dean of student services of his/her right to formal hearing.

Student requests for a formal hearing must be made in writing to the vice president of instruction, who, within a reasonable period of time after receiving such requests, will inform the student of the date, place, and time of the hearing. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearing by one or more persons of their choice.

The Academic Review Committee will be the hearing panel. Decisions of the hearing panel will be based solely on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered, in writing, to all parties concerned. If the decision is in favor of the student, the education records will be corrected or amended in accordance with the decision of the hearing panel. If the decision is unsatisfactory to the student, the student may comment on the information in his/her educational records.

The student’s written comments should set forth any reasons for disagreement with the decision of the hearing panel. The statements will be placed in the student’s educational records and released when the records in question are disclosed. A student who believes that the adjudication of his/her challenge was unfair, or not in keeping with the provisions of the Act may request in writing as a final appeal, assistance from the President of the college. Students who believe their rights have been abridged may file complaints with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202, concerning the alleged failure of Southwestern to comply with the Act.
Distance Education

Iowa Community College Online Consortium (ICCOC)

Southwestern Community College, in partnership with five other Iowa Community Colleges, offers an online Associate of Arts degree and an online Associate of Applied Science degree in accounting, business administration, or agricultural business. Southwestern offers more than 400 online courses in 16-, 12-, eight-, and four-week terms. 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.

Videoconferencing Classrooms

Southwestern has a videoconferencing classroom available at the Creston campus and the Osceola and Red Oak Centers to allow for classroom instruction between the facilities. This technology allows students to take advantage of courses offered at all SWCC locations.

State Authorization Reciprocity Agreement

Southwestern Community College is an institutional participant in the National Council for State Authorization Reciprocity Agreements (NC-SARA). The State Authorization Reciprocity Agreement (SARA) is a national agreement among states ensuring standards for institutions offering postsecondary distance education courses and programs. Approved Iowa institutions are listed on the NC-SARA website: http://www.nc-sara.org/states/IA.

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. Graduation requirements in effect at the time of a student’s initial enrollment will remain in effect as long as the student is continuously enrolled at Southwestern Community College.

Continuous enrollment is defined as consecutive fall and spring terms and is subject to a five-year limitation. If changes occur in graduation requirements subsequent to initial enrollment, the student may elect to graduate under the most recent requirements. A student must satisfy the most recent requirements if a break in enrollment in the college for one or more consecutive semesters occurs. Students who elect to change their major must satisfy requirements in effect at the time of the change.

Please refer to the academic section of the catalog or refer to Southwestern’s website 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 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 an 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, registrar’s office, or a member of the advising staff 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 the Prospective Graduate Application online through the SWCCyou portal. There is no graduation fee.

Prospective graduates should meet with their faculty advisors when registering for their final term to make sure that all requirements will be met and submit their Prospective Graduate Applications at that time. The deadlines for submission are below:

- Fall Graduates – Last Friday in September.
- Spring Graduates – Last Friday in February.
- Summer Graduates – Last Friday in February (if enrolled during spring). Summer graduates not enrolled during spring must apply by second Friday in May.

Note: Summer graduates not enrolled during spring must apply by May 16.

Please indicate whether or not you plan to participate in the commencement ceremony and provide your chest and height measurements if applicable. Caps are adjustable so cap size is not necessary. Indicate all majors if you plan to receive more than one degree, diploma, or certificate.

Any student who submits an application for graduation, but will not complete requirements for the term indicated on the application, must contact the registrar’s office and submit another application for the term in which the requirements will be met.

Academic Certificates/Diplomas/Degrees

Requirements

Southwestern Community College grants degrees, diplomas, and certificates to those who successfully complete programs offered by the college. The requirements for each type of award are indicated as follows:
Certificate of Completion
A certificate of completion is issued to signify that a student has satisfactorily completed a specific short-term course of study.

Diploma
A 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 academics section.

To receive a diploma the student must:
- maintain at least a 2.0 grade point average on all work applicable for the diploma. (Nursing students must have a “C” grade or better in all courses).
- complete all required courses in a particular program of study.

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

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

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

To receive an AA degree a student must:
- maintain at least a 2.0 grade point average on all work applicable for the AA degree.
- complete at Southwestern Community College a minimum of one-third of the credits applicable to the degree being pursued.
- complete all required courses.

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

Associate of Science Degree (AS)
Students interested in math or science may choose to earn an Associate of Science (AS) degree. The AS degree is designed for students who plan to transfer into four-year programs of study in science or mathematics. This degree option allows students to take more math and science courses than would be possible if they completed the requirements for an Associate of Arts (AA) degree.

The AS degree requires a minimum of 20 credits be completed in math and science with at least one course in each. The AS degree also includes 20 credits of electives that can come from math and science. Students transferring an AS degree to an Iowa public university must have maintained a minimum cumulative GPA of 2.0 on all graded arts and sciences courses acceptable for transfer.

Specific requirements for the programs leading to Associate of Science degrees are listed in this catalog in the academics section.

To receive an AS degree a student must:
- maintain a 2.0 grade point average on all work applicable for the AS degree.
- complete at Southwestern Community College a minimum of one-third of the credits applicable to the AS degree being pursued.
- complete a minimum of 64 credits.
- include at least 42 credits of general education courses.
- include at least 20 credits of electives.
- complete two credits of physical education.

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 academics section.

To receive an AAA or AAS degree the student must:
- maintain a 2.0 grade point average on all work applicable for the AAA/AAS degree.
- complete at Southwestern Community College a minimum of one-third of the credits applicable to the AAA/AAS degree being pursued.
- complete all required courses.
- complete a minimum of 15 credits of general education, including one course from the following areas: communications, social sciences or humanities, and science or math.

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 academics section.

To receive an AGS degree a student must:
- maintain a 2.0 grade point average on all work applicable for the AGS degree.
- complete at Southwestern Community College a minimum of one-third of the credits applicable to the AGS degree being pursued.
- complete a minimum of 64 credits.
- include at least 42 credits of general education courses.
- include at least 20 credits of electives.
- complete two credits of physical education.

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

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 academics section.

To receive an AGS degree a student must:
- maintain a 2.0 grade point average on all work applicable for the AGS degree.
- complete at Southwestern Community College a minimum of one-third of the credits applicable to the AGS degree being pursued.
- complete all required courses.
- complete a minimum of 15 credits of general education, including one course from the following areas: communications, social sciences or humanities, and science or math.

Note: Developmental courses will not be counted toward an AGS degree.
C. complete a minimum of 64 credits.
D. include at least 15 credits of general education courses.
E. include at least 49 credits of electives.

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

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**General Education Competency Areas**

The general education areas and outcome statements represent the knowledge and skills that all students who graduate from Southwestern Community College should achieve as a result of their college education. The general education outcomes are delivered through coursework, lab activities, co-curricular activities, and non-instructional activities at Southwestern. All instructional and non-instructional divisions are involved in teaching or supporting and assessing general education outcome areas and statements.

The college maintains the following general education outcome areas and statements:

**Communication**

Students will demonstrate a proficiency in communication by:

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

**Critical Thinking**

Students will demonstrate critical thinking skills by:

A. analyzing information in any form for accuracy, relevancy and reliability.
B. scrutinizing an argument to separate fact from opinion and identifying assumptions and inferences.
C. assessing a problem and proposing reasonable solutions to it.

**Cultural Awareness**

Students will develop an awareness of their own culture as well as the culture of others by:

A. recognizing culturally based differences between themselves and others including language, social and political systems, and religion.
B. relating relevant historical information to current situations.
C. explaining the cultural importance of the fine arts.

**Financial Literacy**

Students will develop financial literacy by:

A. constructing a budget that includes short-term and long-term financial planning and goals.
B. explaining the impact of indebtedness on finances and credit ratings.
C. discussing economic variables such as interest rates, installment payments and inflation.

**Interpersonal Skills**

Students will demonstrate professional and interpersonal behaviors by:

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

**Math**

Students will demonstrate mathematical proficiency necessary for success in their chosen field of study or occupation by:

A. obtaining correct mathematical results with or without technological assistance.
B. identifying relevant data for solving a problem.
C. manipulating data to solve a problem.
D. distinguishing whether a mathematical solution is reasonable or erroneous.

**Reading Comprehension**

Students will demonstrate reading comprehension by:

A. accurately interpreting documents appropriate for their field of study or occupation.
B. discussing the accuracy, reliability and appropriateness of a variety of written documents.
C. successfully following written instructions.

**Science**

Students will demonstrate an understanding of scientific knowledge necessary for success in their chosen field by:

A. applying basic scientific principles to complete a task, project or assignment.
B. discussing how their actions will impact an area of science.

**Technology Literacy**

Students will demonstrate technology literacy by:

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

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**Academic Freedom Policy**

Topics selected for study by full-time, part-time and adjunct faculty members should contribute to the major purpose of the curriculum and materials should be available that represent alternative points of view. Topics studied should promote freedom of inquiry appropriate to an institution of higher education.

A. Instructors shall be responsible for selection of topics to be covered in the courses they teach. These topics are to be included in the approved syllabus for the course.
B. Academic freedom does not permit unlawful discrimination or harassment. Religious, sectarian, political, and other issues may be included in a course of study as long as there is no intent to indoctrinate students in a particular belief or point of view. Faculty will be expected to promote tolerance of differing viewpoints.
C. It is recognized that an essential function of education is a probing of opinions and an exploration of information and ideas that may cause some students discomfort. It is further recognized that academic freedom ensures the faculty member’s right to teach and the students’ right to learn.

D. Course syllabi should be updated annually and a current copy posted on the SWCC network in the appropriate folder.

E. Each instructor is responsible to make recommendations for books and other instructional materials to be made available to students in the SWCC Shoppe or the Learning Resource Center. Purchases of recommended materials will be made in accordance with the policies and procedures of these departments.

F. Any student or group of students who have concerns about the appropriateness of material in one of their classes must follow the steps outlined below:

1. Concerned student(s) shall meet with the instructor to state their concerns and work towards a resolution.

2. If the issue is not resolved by conference between the instructor and the concerned student(s), the student(s) must then request a meeting with the instructor and the instructor’s department chair. At that meeting, the department chair will facilitate a discussion of the issue and encourage an appropriate settlement, including, if necessary, accommodations to the course material.

3. If the concerned student(s) are not satisfied with the resolution of the issue at the department chair level, they must request a meeting with the vice president of instruction or the vice president’s designee. The vice president or designee shall meet with the concerned students and the instructor, either separately or together. Following such meeting, the vice president or designee shall rule on the appropriateness of the material in question and direct the instructor and students as to how each is to proceed. Such ruling shall be based upon all the considerations contained in this policy and shall consider the right of the instructor to exercise academic freedom in the selection of materials and the right of the student to be free from harassment and to attend Southwestern in an environment that is free from hostility.

G. With respect to this procedure, concerns of students not enrolled in the class in question will be referred to the formal student complaint process outlined in the student handbook for further guidance to resolve the concern.

H. Concerns of other individuals with respect to this procedure will be referred to the problem resolution procedure outlined in the employee handbook for further guidance to resolve the concern.

I. Matters of discrimination, harassment, bullying, and/or sexual offense that arise in the educational setting shall be referred to the educational equity (Title IX) coordinator as needed.

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### Educational Costs

**(subject to change without prior notice)**

#### Effective for fall semester

**Tuition (2019-2020 Rates)**

<table>
<thead>
<tr>
<th>Credit programs per credit hour</th>
<th>Resident (In-State)</th>
<th>Tuition $177.00</th>
<th>Fee $13.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Resident &amp; International</td>
<td>Tuition $184.00</td>
<td>Fee $13.00</td>
<td></td>
</tr>
<tr>
<td>Iowa CC Online</td>
<td>Tuition $189.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Fees**

- International Student Processing Fee $150.00
- Transcript Fee $5.00

**Additional Fees**

- Private Music, per course 1/2 hour lesson $175.00
- Agriculture AI Certification Fee (AGS 355) $450.00
- Agricultural Safety OSHA fee (AGC 908) $25.00
- Auto Collision Repair Tool Rental, fee per year $250.00
- Automated Processes and Robotics Fee (ELT 717) $205.00
- Automotive Engine Repair CPR Training Fee (AUT 163) $55.00
- Automotive Repair Technology Tool Rental, fee per year $250.00
- Construction Safety OSHA Fee (CON 141) $100.00
- Carpentry CPR Training Fee (CON 159) $55.00
- Cengage Unlimited per semester $60.00
- Collision Lab IV CPR Training Fee (CRR 364) $55.00
- CISCO Networking (ICND 1) Certification Exam (NET 212) $150.00
- Computer Hardware Basics COMPTIA A+ Certification Exam (NET 122) $188.00
- Electrical CPR Training Fee (ELE 214) $55.00
- Electrical Safety OSHA fee (ELE 178) $100.00
- Embedded Online Content Fee (ENG 106) $13.94
- Embedded Online Content Fee (ENG 105, MKT 110, SOC 110) $27.00
- Embedded Online Content Fee per course (ENG 106) $29.99
- Embedded Online Content Fee per course (ENG 105, MKT 110, SOC 110) $33.47
- Embedded Online Content Fee (REL 101) $14.00
- Embedded Online Content Fee (ELE 258) $23.24
- Embedded Online Content Fee (ART 117) $26.00
- Embedded Online Content Fee (HSC 106) $26.99
- Embedded Online Content Fee (HSC 106) $27.00
- Embedded Online Content Fee per course (HIS 110, HIS 111) $29.99
- Embedded Online Content Fee (HSC 106) $33.47
- Embedded Online Content Fee (REL 101) $35.30
- Embedded Online Content Fee (HIS 257, MUS 205) $36.00
- Embedded Online Content Fee (REL 101) $36.00
- Embedded Online Content Fee (CRJ 141) $37.00
- Embedded Online Content Fee (BUS 180) $38.00
- Embedded Online Content Fee (PSY 102) $39.94
Embedded Online Content Fee per course (HIS 117, HIS 118, HIS 119) $40.00
Embedded Online Content Fee per course (ANT 105, ART 101, ART 203) $41.82
Embedded Online Content Fee (GEO 126) $42.00
Embedded Online Content Fee per course (BUS 130) $43.65
Embedded Online Content Fee per course (MKT 150, PSY 102) $45.99
Embedded Online Content Fee per course (ART 120, BUS 161, CRJ 100, DRA 101, DRA 110, ECN 110, FLF 141, FLF 142, HSC 111, HUM 135, HUM 137, MGT 101, MGT 178, MMS 101, MUS 100, PEH 111, PHS 185, POL 112, REL 150) $47.00
Embedded Online Content Fee per course (BUS 102, ENG 111) $50.00
Embedded Online Content Fee (PSY 226) $51.00
Embedded Online Content Fee (SOC 186) $52.00
Embedded Online Content Fee (MGT 174) $62.00
Embedded Online Content Fee (GEO 121) $64.00
Embedded Online Content Fee per course (BIO 168, BIO 173) $67.00
Embedded Online Content Fee (ECE 103) $68.20
Embedded Online Content Fee per course (PSY 223, PSY 236) $71.00
Embedded Online Content Fee (SPC 112) $77.00
Embedded Online Content Fee per course (PSY 111, PSY 241) $80.00
Embedded Online Content Fee (BIO 151) $103.00
Embedded Online Content Fee per course (ECN 120, ECN 130) $106.00
Embedded Online Content Fee per course (BIO 186, CRJ 130, MAT 054, MAT 102, MAT 104, MAT 110, MAT 111, MAT 121, MAT 129, MAT 140, MAT 156, MAT 702, MAT 772, MGT 130, PHS 113) $112.00
First Aid CPR Training Fee (PEH 142) $55.00
Fundamentals of Network Security COMPTIA Security+ Exam (NET 612) $203.00
Gas Metal Arc Exam Fee (WEL 227) $150.00
General Industry Safety OSHA (IND 114) $100.00
Industrial Maintenance CPR Training Fee (ELT 717) $55.00
Intro to PLC Fee (ELT 170) $205.00
Nursing Fee RN (ADN 561 or ADN 563) $660.00
Nursing Fee LPN (PNN 172 or PNN 531) $860.00
Shielded Metal Arc Exam Fee (WEL 224) $150.00
Technology & Lab Fee
(per credit hour for the following prefixes: ADM, ADN, AGA, AGB, AGC, AGM, AGP, AGS, ART, AUT, BCA, BIO, CAD, CHM, CIS, CON, CRR, CSC, DRF, ELE, ENV, GRA, HIT, IND, MTR, MUS, NET, PHS, PHY, PNN, STR, and WDV-with the exception of MUS 100, ART 101, ART 203, ART 204, online courses, off-site high school courses, and internships) $15.00
Third Party Fees To Be Assessed
Welding CPR Training Fee (WEL 800) $55.00
Welding Lab Fee (AGM 202) $30.00
Welding Technology and Lab Fee per credit hour $25.00
**For nursing students re-entering in the spring, the fee will be applied upon re-enrollment.
***Voucher is valid for 12 months.

Room and Board, per semester (2019-2020 Rates)
Wilson Hall & West Hall $3,305.00
Spartan Court, Spartan Hall, Spartan Suites $3,830.00
Dorm Deposit $150.00
Room Only-Summer & Winter Break
Registered Student $15.00 per day
Non-registered Student $25.00 per day
*Rates may be increased based on the Café Cash option selected

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

1. Approved financial aid
2. Payment in full either:
   - at Southwestern Community College by cash, check, money order, or credit card* made payable in U.S. funds.
   - online with Nelnet by direct debit to checking or savings account or credit card.
3. Payment plan

Student payment plans will be set up online and administered through Nelnet Business Solutions. Payments will be deducted monthly from checking, savings, or VISA/MasterCard/Discover/American Express account. There is a $25 per term processing fee charged by Nelnet. 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 the student signs up for the plan. Down payments 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 log on to SWCCyou and click on Nelnet Enterprise 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 class for each 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.

Southwestern Community College will not impose any penalty on students receiving veterans' benefits under Chapter 31 and 33 of the G.I. Bill* due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs including:

1. The assessment of late fees;
2. The denial of access to classes;
3. The denial of access to libraries or other institutional facilities; and/or
4. The requirements that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations.

*Credit cards accepted include VISA, MasterCard, Discover, and American Express.

**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. Southwestern Community College participates in the Iowa State Department of Administrative Services Offset Program. This program allows the State of Iowa to apply any funds owed to the student, such as an income tax refund, to any uncollected educational debt owed by the student to the college.

**Indebtedness Policy**
A student may not register for any subsequent classes 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.

**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 his or her student account charges may obtain a charge slip (until financial aid has been disbursed) from the business office to obtain books and supplies at the SWCC Shoppe. 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 official withdrawal form completed in writing by the student and on file in the student services office. Refunds on check payments may be refunded after two weeks have been allowed for the check to clear. Refunds cannot be disbursed until the business office receives the necessary documentation from student services or other departments.

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

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**Financial Aid**
Financial aid is money available from federal, state, institutional, and private sources used to help students meet college expenses. Financial aid can help pay for direct educational costs such as tuition, fees, and books, as well as for personal living expenses such as housing, food, and transportation. Financial aid exists to assist families in paying for the costs of attending college. Most financial aid is based on financial need. Financial aid is credited directly to students' accounts to pay for allowable and authorized charges before any excess funds are given to students for personal living expenses.

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

A student must:
1. Be a U.S. citizen or eligible non-citizen
2. Be enrolled for the purpose of obtaining a degree or certificate in an eligible program
3. Have one of the following:
   a. High school diploma
   b. High school equivalency diploma (GED or HSED)
   c. Certification of completion of a home-study program if the program is recognized by student's home state
   d. Has passed an independently administered test (COMPASS or ACCUPLACER test) used for determining the student's ability to benefit from post secondary education and is beyond the age of compulsory school attendance for Iowa
   e. Completed at least six semester hours applicable to an eligible degree or certificate
4. Not be in default on any Title IV loan or owe a repayment on any Title IV Grant
5. Be making satisfactory academic progress
6. Have a valid social security number
7. Be registered with Selective Service if male and between the ages of 18 and 25
8. Not have received loan amounts that exceed annual or aggregate loan limits
9. File a Free Application for Federal Student Aid (FAFSA) and all other necessary documents

Students with an intellectual disability can receive funds from the Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), and Federal Work Study (FWS) programs. They must be enrolled or accepted
for enrollment in a comprehensive transition and postsecondary program (as defined in CFR 668.231) for students with intellectual disabilities and must maintain satisfactory academic progress. These students:

1. Do not have to be enrolled for the purpose of obtaining a degree or certificate, and
2. Are not required to have a high school diploma or its recognized equivalent.

Students are not eligible to receive aid for classes that do NOT count toward their program.

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.studentaid.gov/fafsa and have the resulting Student Aid Report (SAR) sent to the financial aid office by indicating the Southwestern school code of 001857 on the FAFSA;
B. provide a signed copy of their own and their parents’ federal income tax transcript or return (dependent students) or their spouse’s federal income tax transcript or return (independent students), if selected for verification; and
C. submit other necessary documents, if requested.

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

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

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

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

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

Award Package
The financial aid office will notify students via Net Partner and/or email of the types and amounts of federal financial and state aid for which they qualify. Students must accept their award offers in Net Partner. 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 (paper or online).

Attendance Policy
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 and participating in their courses; therefore, a last date of an academically related activity will be determined for a student who stops attending and participating in 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 an academically related activity using the Return of Title IV Funds Policy. State aid programs administered by the Iowa College Student Aid Commission will receive the appropriate refund of state funds using the college’s institutional refund policy. Students will be notified, if they owe money back to a federal or state financial aid program or to Southwestern, if funds have been returned by the College on the student’s behalf to the appropriate aid program(s).

Return of Title IV Funds Policy
The Return of Title IV Funds Policy applies when a student has received Title IV financial aid and withdraws either officially or unofficially, takes an unapproved leave of absence or fails to return from an approved leave of absence from all of their Title IV eligible courses in that payment period.

The Return of Title IV Funds calculation determines the amount of federal aid that must be returned to the federal government by the school and the student. A federal formula is applicable to a student receiving any type of federal aid, other than Federal Work Study, if the student ceases attendance on or before the 60 percent point in the semester. After the 60 percent point in the semester all aid is considered earned. For a student who attended a standard term-based educational program, the percentage of aid earned is figured by dividing the number of days a student attended by the number of days the student was scheduled to attend, the student has earned 100 percent of the funds they were scheduled to receive during the enrollment period. Scheduled breaks of at least five consecutive days are not included in the calculation, this includes fall and spring break.

The federal formula requires a return of Title IV aid if the student received federal financial assistance in the form of a Pell Grant, Supplemental Education Opportunity Grant, Federal Direct Stafford Subsidized, Unsubsidized or Parent Plus Loan and ceased attendance on or before the 60 percent point in the semester. The percentage of Title IV aid to be returned is equal to the number of calendar days the student has left to attend in the payment period, divided by the total number of calendar days the student was scheduled to attend; scheduled breaks of more than four consecutive days are excluded.

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

A. Unsubsidized Direct Stafford Loan
B. Subsidized Direct Stafford Loan
C. Direct Parent Plus Loan
If funds are released to a student because of a credit balance on the student’s account, then the student may be required to repay a portion of the federal funds to the federal program or to Southwestern Community College for any federal funds returned on the student’s behalf to the federal programs. Southwestern Community College will pay a portion of the student’s refund or return of Title IV, HEA program funds that is allocable to a Direct Loan to the Secretary. The college will return the amount of the Title IV funds for which it is responsible as soon as possible but no later than 45 days after the date of determination that the student withdrew, or within 30 days from the date of determination that a student unofficially withdrew. Worksheets used to determine the Return of Title IV aid are available upon request from the financial aid office. Students are notified in writing by the college when a Return of Title IV aid calculation has been made.

If Southwestern is not required to return all of the excess loan funds, the student must return those funds in accordance with the terms and conditions of their Master Promissory Note. If the student is required to return a portion of unearned grant funds, this is considered an overpayment and the student must make arrangements with Southwestern or with the Department of Education to pay the overpayment.

The following is an example of how Title IV refunds and institutional refunds work:

Amy officially withdrew from all of her classes on March 10. The spring semester, or payment period, is from January 16 through May 12; Amy completed 54 of the 108 total days in the spring semester. For that semester, Amy was disbursed $1454 in Pell grant, $2226 in Subsidized Direct Stafford Loan, and $2605 Unsubsidized Stafford Loan. After the Return of Title IV calculation, it was determined Amy must return $625 in Unsubsidized Direct Stafford Loan. The college returned the money to the Secretary on the student’s behalf and notified the student by letter, explaining the Return of Title IV calculation and the return of funds, as well as the resulting balance owed by the student to the college for the amount of funds returned on their behalf.

### Determination of Withdrawal Dates

**Official Withdrawal Procedure**

The date used for an official withdrawal will be the date on the official withdrawal form completed by the student. Students can receive an official withdrawal form from the Registrar’s Office. In the case of a student who cannot make it into the college, the Registrar will take the withdrawal per a phone call or email from the student. The Registrar will then document the phone call or email on the official withdrawal form. If a student ceases attendance (drops or withdraws) from all his or her Title IV eligible courses in a payment period or period of enrollment, the student must be considered a withdrawal for Title IV purposes.

**Unofficial Withdrawal Procedure**

If the student fails to notify Southwestern of their desire to withdraw they will be considered an unofficial withdrawal. Students who do not return from an approved leave of absence will also be considered an unofficial withdrawal. The school will use the student’s last date of an academically related activity as the withdrawal date. This date will be obtained from the students instructors.

Examples of academically related activities can include but are not limited to:

- Physical class attendance where there is direct interaction between instructor and student
- Submission of an academic assignment
- Examination, interactive tutorial, or computer-assisted instruction
- Study group assigned by school
- Participation in on-line discussion about academic matters
- Initiation of contact with instructor to ask question about academic subject

### Determination/Documentation

Determination/documentation must be made by the school. A student’s self-certification of attendance is not acceptable unless it is supported by school documentation.

In the unfortunate event that the student becomes deceased during their period of enrollment, the withdrawal date will be no longer than the date of the student’s death. The college will maintain documentation of the calculation of the withdrawal date. A deceased student, or a student’s estate, is not eligible for a post-withdrawal disbursement.

At the end of each semester the financial aid director will run a report to determine which students received an “F” for the semester. On this report there is a last date of an academically related activity that the instructors enter when they are entering their final grades. The last date of attendance will be used to perform a Return of Title IV calculation.

**Post-Withdrawal Disbursement**

If the student received less Title IV funds than the amount earned as determined by the Return to Title IV calculation, the college will offer a disbursement of the earned aid that was not received. A post-withdrawal disbursement will return available grant funds before available loan funds.

The college will notify students of any eligible post-withdrawal disbursement of loan funds within 30 days of the college’s determination that the student withdrew, and return any unearned funds and make a post-withdrawal disbursement of grant funds within 45 days. The student or parent borrower will be notified that they have the option to decline the loan.

A post-withdrawal disbursement must be made within 180 days of the date determined by the college that the student withdrew. The amount of a post-withdrawal disbursement is determined by following the requirements for calculating earned Title IV Aid (refer to section one), and has no relationship to incurred educational costs.

### Consumer Information

Institutional information, including consumer information, is readily provided to the students at Southwestern Community College. The college has dedicated a portion of the website to provide a one-stop resource to disclose consumer information. In addition, students are provided with an email each semester detailing the location of all consumer information on the website. The financial aid office requires each student to acknowledge the terms and conditions associated with receiving title IV funding.

**Notification to Students**

Students who received Title IV funds will be notified electronically by the college when the school returns Title IV funds on behalf of the student. Students who withdrew from all of their Title IV eligible courses and received Title IV funds but did not have to return any funds will not be notified that a Return of Title IV calculation was processed and they are not required to return any funds.
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
- Federal Supplemental Educational Opportunity Grant
- Federal Work-Study
- Iowa Vocational/Technical Tuition Grant
- Kibbie Grant
- Iowa Tuition 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
- Pathways for Academic Career Employment (PACE)
- 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. Following 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 **Federal Supplemental Educational Opportunity Grant** is a federally-funded grant and given to undergraduates 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 must be enrolled at least half-time. Students will be paid at least the minimum wage per hour.

Other Employment, such as Institutional Employment (non-need-based), may also be available. This program is 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 courses at Iowa community colleges. Students must meet the financial aid application filing deadline of July 1.

The **Iowa Tuition 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 **Kibbie Grant Program** provides need-based financial assistance to Iowa residents enrolled in career education (career-technical) programs at Iowa community colleges. Grants for full-time students are designed to cover one half of the average tuition and mandatory fees at Iowa community colleges, depending on the student's financial need and the amount of total funding available.

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

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

The **Last-Dollar Scholarship** program, funded by the state of Iowa, will help more Iowans achieve education or training beyond high school leading to high-demand jobs by helping pay tuition for designated programs of study up to two-year degrees. Designated programs include those in a career-technical path. Both new high school graduates and adults already in the workforce or unemployed, and who want to improve their skills, can participate. Only students who graduate from an Iowa high school and are current Iowa residents are eligible to receive Last-Dollar Scholarship, given all of the criteria has been met.
The All Iowa Opportunity Foster Care Grant is a state-funded program that will provide youth aging out of the Iowa foster care system with grant assistance to pay for postsecondary education and training expenses. This grant is designed to increase college access to youth in foster care and is administered by the Iowa College Student Aid Commission.

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

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

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

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

Student Loan Game Plan
All students who borrow loans are encouraged to complete the short, free exercise to better understand budgeting and borrowing. Students with loans in excess of $9,500 are required to complete the Student Loan Game Plan before borrowing more loans at Southwestern.

The Student Loan Game Plan is a tool to assist you in borrowing wisely. It is an interactive tool to help reduce student indebtedness by educating you about responsible borrowing decisions. It helps you and your parents understand the consequences of over borrowing and, just as importantly, discover how to avoid over borrowing. The Student Loan Game Plan will help you understand ways to borrow less and set the foundation for a financially responsible future. The decisions you make today about student loans and paying for postsecondary education can affect your financial future.

Notes for Completing Your Student Loan Game Plan
- When asked to Choose Your Role, select “College student (already enrolled in college).”
- Know the loan amount you wish to borrow for the year or total amount borrowed for your college education.
- Be sure to enter your name, last 4 digits of your SSN, and our school name so we may be able to receive the results.
- Allow 15-20 minutes to complete.

To Receive Credit for Completion
To receive credit for the completion of your Student Loan Game Plan, you will need to:

1. Select “Yes” to authorize your demographic information to be shared with the school you select.
2. Type in your first name, last name, and last four digits of your Social Security number.
3. Select Southwestern Community College as the Name of the School you attend.


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

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

Pathways for Academic Career Employment (PACE) provides a pathway navigator who assists participants in identifying potential barriers to success and minimizes obstacles by connecting students to appropriate resources. This program enables students to access funding for training and provides extra support services to help students successfully complete their program.

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 or online at www.swcciowa.edu/scholarships.

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.

Honorole 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 888.GI.BILL1.

Adjustment of Awards
Students will be awarded grants, loans, and work-study based on need and enrollment status (full-time, three-quarter, half-time or less than half-time). If a student drops or adds a class before aid has been disbursed that results in a change in the student’s enrollment status, the student’s aid will be decreased or increased accordingly. After aid has been disbursed or it is the end of the business office’s refund period (whichever occurs later), no reductions in aid awards will be made unless a student ceases attendance or never begins attendance in a class. If students begin classes with a start date later than the first day of the semester, awards will be increased, if possible, to reflect the increased enrollment. All financial aid eligibility is determined in accordance with laws, regulations, and appropriations (existing or anticipated) of
Title IV Funds Paying for Course Repeats

If a student repeats a course they have passed during their first attempt, student financial aid may be used for a second attempt; however, financial aid cannot be used beyond a second attempt when a student has previously received a passing letter grade. For this purpose, a passing grade means any grade higher than an “F,” regardless of any program policy requiring a higher grade or measure to have been considered to have passed the course. The retaken course will count towards a student’s enrollment status and the student may be awarded Title IV aid for the enrollment status based on inclusion of the course. Title IV funds may be used to repeat courses that have previously been failed. Exception: If a student is enrolled in a group of courses and they fail a course(s) in the group, and the program requires the student to retake the entire group of courses, financial aid may only be used to retake the course(s) failed, and cannot be used on any of the other courses in the group that were passed.

Disbursement of Aid to Student Accounts

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

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

When all aid has been credited to the student account and all charges have been paid, then a credit balance may occur. Credit balances will be paid to the student (or parent with a PLUS loan) via a refund check or direct deposit 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 (SAP) Requirements

Students who receive Federal, State or Institutional 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 payment period to determine if satisfactory academic progress is being made. The Financial Aid Office will notify students who are not making satisfactory academic progress at the end of each payment period. Each student receiving financial aid is responsible for understanding Satisfactory Academic Progress requirements.

To receive financial aid, students must be working towards a degree or certificate and must earn their degree or certification 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 are granted “Academic Renewal” will not be exempt from the 150 percent time frame. All hours attempted (course repeats, withdrawals, remedial courses, transfer credits [when applicable to the enrolled program], CLEP, audited courses, additional degrees, course incompletes, changes in majors, non-punitive grades, credit for prior learning, and non-credit to credit) will be counted when calculating the maximum time frame allowed for the program the student is currently working towards. If the borrower receives aid to cover enrollment in more than one program at the same school, the borrower’s Maximum Eligibility Period will be calculated based on the published length of the longest program.

For all enrolled students satisfactory academic progress will be measured by the following:

1. Maintain a minimum cumulative 2.0 GPA after each period of enrollment.
2. Students must progress through their declared major at a pace of at least 67 percent cumulative credits. The pace at which a student is progressing is calculated by dividing the total number of hours successfully completed by the total number of hours attempted. All hours attempted (course repeats, withdrawals, remedial courses, transfer credits [when applicable to the enrolled program], CLEP, audited courses, credit for prior learning, and non-credit to credit) will be included in calculating the pace of completion.
3. Course repeats and remedial courses will be included as part of the student’s enrollment load each academic period; however, the maximum time frame of 150 percent still applies.
4. Credits for audited courses or credits awarded through the College Level Examination Program (CLEP), credit for prior learning, or non-credit to credit evaluation will not be included as part of a student’s hours for enrollment status.
5. All transfer credits accepted toward completion of a student’s program of study are considered hours attempted and hours completed.

Students not making satisfactory academic progress may be eligible for financial aid warning for one period of enrollment. Students who show zero progress will be placed on automatic suspension and are not eligible for financial aid warning.

When a student has attempted over 150 percent of the number of credits required for their program, they are placed on Financial Aid Suspension.

Students who show zero progress during a semester, due to all F’s, W’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 or financial eligibility is regained.

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

1. The student may enroll for a term, or terms, without receiving financial aid until such a time as satisfactory academic progress has been regained. Satisfactory academic progress will be regained when the cumulative grade point average is 2.0 and the student has regained a cumulative completion pace of 67 percent.

2. The student may provide written notification that incompletes have been completed and the grades turned in to Student Services within a timely manner. Satisfactory academic progress will be re-evaluated at that time; financial aid will not be reinstated until this is done.

3. 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.

   a. In the appeal, the student must explain the reason for the failure to meet satisfactory academic progress and also state how they plan 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 Committee may request documentation supporting these circumstances before the final determination. Appeals will not be granted for the same extenuating circumstance twice.

   b. The student must include with their appeal, a completed academic plan, signed by their academic advisor or TRIO advisor. Academic plans must demonstrate how a student will meet Satisfactory Academic Progress by a specific point in time. Academic plans will be monitored. If the student is no longer meeting the terms of the academic plan financial aid will be canceled. Academic plans are not considered probation.

   c. The committee may require the student to fulfill specific terms and conditions, such as taking a reduced course load or enrolling in specific courses.

   d. The Financial Aid Review Committee will consider each student on an individual basis. The decision of the Financial Aid Review Committee is final.

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’ transcript will be evaluated, based on the current program enrolled in and credit hours applicable to the program, to determine Satisfactory Academic Progress status. Students who have cumulative grade point averages below the required levels will be placed on warning 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.

Definitions of Financial Aid Warning and Financial Aid Probation

Financial Aid Warning: Status assigned to a student who fails to make SAP. Students may continue to receive Title IV aid for one payment period. No appeal is necessary.

Financial Aid Probation: Status assigned to a student who fails to make SAP and who has appealed and has had eligibility to receive Title IV aid reinstated. The student may receive aid for one payment period and the Financial Aid Review Committee may impose conditions for the student’s continued eligibility. Probation can only be given if the committee can see that the student can make SAP at the end of the next payment period.

Veterans Affairs (VA)

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

Veterans may not receive any VA benefits for at least six weeks after initial registration in a program. Students whose veteran benefits are paid to the student are responsible for making payment or payment arrangements with the business office. It is Southwestern’s responsibility to notify the VA of the student’s status; however, if the student should change his/her original schedule, it is the student’s responsibility to contact the veterans advisor. The Veterans Administration will not pay for the student to retake a course for which he/she has received a passing grade, nor will it pay the student for any advance credit he/she has received from prior education. In addition, the student must be pursuing a degree. Any eligibility questions can be directed to 888.GI.BILL1. Completed paperwork in regards to eligibility must be returned to the veterans advisor located in the student services office.
Services
Assessment Services
Career-Related Services
Office of Student Development
Educational Talent Search
Spartan Café
Health Services
Iowa Small Business Development Centers
Iowa Vocational Rehabilitation Services
LRC - Library Services
Online Tutoring
Student Handbook
Student Housing
SWCC Shoppe
TRIO-Student Support Services
Workplace Learning Network
Disability/Special Needs

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

Assessment Services
Students, potential students, and others are offered opportunities for evaluative services in the Assessment Center. A variety of academic and vocational assessments are available. 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 DSST Examinations. The programs offer subject examinations that correspond to specific college courses. The examinations are administered by appointment. Many colleges and universities award college credit to those who do well on the exams. Pesticide Certification, Iowa Dental Board, and Pearson VUE examinations are administered by appointment. For additional information or an assessment appointment, call 641.782.7081, ext. 320.

Career-Related Services
One of the primary goals of a college education is to prepare for a satisfying and challenging career. The Workplace Learning Network offers job market information for students, alumni, and employers.

For more information, contact SWCC’s Workplace Learning Network coordinator at 641.782.1573.

Office of Student Development
SWCC’s director of student development provides a wide range of services to help students gain the most benefit from their college experience. This guidance may involve academic counseling, academic planning, and transfer planning or adjusting to college life.

Students who experience difficulty or dissatisfaction with their chosen fields of training are encouraged to meet with an advisor/admissions representative. Assistance is also available to all students who desire help in acquiring better study habits, time management, selecting a transfer school or for referral to community resources. For additional information, contact the director of student development at 641.782.7081, ext. 458.

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.

Spartan Café
The Spartan Café, located in the Student Center, serves from 7 a.m. to 7 p.m. Monday through Friday and from 4 to 7 p.m. Sunday during the school year. Summer hours are 7:30 a.m.-1:30 p.m. until July 1. Selections include a variety of choices including a grill, a salad bar, a deli, a pizza station, and stir fry. Students and staff may pay as they go or purchase Café Cash on a meal card. Students living on campus will receive a meal card as part of their student housing plan.

Health Services
The Greater Regional 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.

Crossroads Behavioral Health Services, 1003 Cottonwood Road, 641.782.8457, provides effective and affordable outpatient psychiatric care and mental health and substance use treatment. Their services at seven locations are provided with priority to the residents of Adair, Adams, Clarke, Madison, Taylor, and Union counties. Accommodations are provided for those with disabilities or other barriers. All services are provided by licensed providers. Any medical service provided is at the expense of the recipient.

Iowa Small Business Development Centers
SWCC is host to the South Central Iowa Regional Center of the Iowa Small Business Development Centers (SBDC). The Centers provide technical assistance to existing small business and entrepreneurs through individualized counseling and non-credit classes and workshops. These Centers are the only nationally accredited entrepreneurial development programs in Iowa. Each Regional Center encourages unique local efforts to meet small business needs in the area. The South Central Regional Center develops and maintains partnerships among community organizations and local, state and federal agencies, providing a focal point for broad networks of public and private resources at the local level. SBDC is funded in part through a cooperative agreement with the U.S. Small Business Administration. All programs are extended to the public on a non-discriminatory basis. For additional information, call 641.782.1483 or go to www.swcciowa.edu/sbdc.

Iowa Vocational Rehabilitation Services
Iowa Vocational Rehabilitation offers services which are available to individuals with disabilities attending Southwestern Community College. These services include: medical evaluation, counseling, vocational evaluations, physical restoration, vocational planning, academic and career education, and training. Rehabilitation Services also assists students in finding suitable employment. Those interested in the eligibility requirements of this agency should contact the rehabilitation counselor assigned to the person’s high school or the counselors at the office of Vocational Rehabilitation in the Technical Center I at Southwestern. For additional information, call 641.782.7081, ext. 409.

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

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

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

Placement Report
Southwestern compiles an annual Graduate Placement Report to guide prospective students in making informed decisions regarding program selection.

Student Handbook
The Southwestern Community College
Student Handbook provides each student with pertinent information about the college. It is the responsibility of each student to be familiar with its contents and to act within its framework. For the most recent version of this document, please visit www.swcciowa.edu/handbook. Additionally, Southwestern makes available all student “right-to-know” information through the SWCC website at www.swcciowa.edu/about/swcc-consumer-information.

Student Housing
Southwestern Community College provides student housing for those wishing to live in dormitories. These facilities are conveniently located on campus. The dormitories include these amenities: a meal card, 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. 555.

A list of off-campus options is available at the Creston Chamber of Commerce’s website at www.crestoniowachamber.com.

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 director of student development at 641.782.7081, ext. 458, to initiate the process of obtaining accommodations prior to the start of the semester. In order to receive accommodations students should:

A. Complete an Application for Accommodation:

1. To request accommodation(s), a student with a disability shall submit an application in approved form to the director of student development:
   a. specifying the nature of the claimed physical or mental disability,
   b. specifying his/her functional limitations with respect to the claimed disability,
   c. specifying the nature of the requested accommodation(s), and
   d. submitting current professional evidence documenting the disability; such documentation must verify the applicant’s need for the specific accommodation requested.

2. A specific accommodation plan cannot be implemented until the student has supplied all information and documentation specified immediately above; the Application for Accommodation should be completed before the beginning of the semester, or as early in the semester as possible, to allow sufficient time to develop and implement an accommodation plan which will be useful to the applicant for admission or student with a disability; the later in the semester the application process begins, the less likely an accommodation plan can be fully implemented to accommodate the student’s needs within that semester; accommodations will not be retroactive within a semester.

B. Applications for Accommodation Decisions:

1. Upon receipt of a complete application with full documentation, the director of student development, individually or in consultation with appropriate deans, instructors, and medical or other personnel retained by the college, and
after consultation with the applicant for admission or student with a disability shall make a determination regarding the requested accommodation.

2. Said determination shall be made within ten (10) working days.

3. If accommodation(s) are granted, the director of student development will formally document the accommodation(s) on the Academic Accommodation form to be signed by the director of student development and the student.

4. The documentation will be kept confidential and will only be shared with college personnel on a need-to-know basis with the consent of the student. However, the student shall be obligated to share a copy of the accommodation plan with appropriate college personnel who must necessarily be involved in implementation of the plan.

5. If the initial accommodations requested are found to be unworkable for legitimate reasons or other types of accommodations are found to be more appropriate, the director of student development, the student and other appropriate college personnel will be involved in making the appropriate changes.

C. Appeals:

1. Students with disabilities who disagree with the accommodation decision or denial of an accommodation, may receive a review of their complaint as follows:

   a. The complainant should submit a letter to the director of student development that clearly and specifically sets forth the nature of the complaint. The submission of the complaint shall be made within five working days following the incident. The director shall investigate the circumstances of the complaint and shall attempt to resolve the complaint and render a decision within five working days.

   b. If the complainant is unsatisfied with the director’s decision, he/she may appeal to the dean of student services. The dean of student services will review the decision. The dean of student services will meet with the director of student development and the complainant to resolve the issue within five working days.

   c. If a resolution is not reached or is not practical through this initial process, the complainant shall meet with the educational equity coordinator. The educational equity coordinator shall provide the appropriate grievance procedure. The complainant may also file a complaint and seek remedy at any time through the Iowa Civil Rights Commission, the Regional VII Office of Civil Rights, or other appropriate agencies.

Student Involvement

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

- Ag Club
- Art Club
- Auto Collision Repair/Refinish Club
- Automotive Repair Technology Club
- Business Professional of America (BPA)
- Carpentry Club
- Computer Club
- Disc Golf Club
- Drama Club
- Electrical Technology Club
- Multicultural Club
- National Alliance on Mental Illness (NAMI)
- Nursing Club
- PRIDE Club
- Psychology Club
- Student Ambassadors
- Student Senate
- Students in Free Enterprise (SIFE)
- Welding Club
- Music

Intercollegiate Athletics
Intercollegiate athletics are an integral part of student life at Southwestern. Varsity teams compete in these sports: baseball, dance team, men's basketball, men's cross country, men's golf, men's sports shooting, men's track and field, softball, volleyball, women's basketball, women's cross country, women's golf, women's sports shooting, and women's track and field. Competition is scheduled against junior colleges in the midwest in each sport. 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 athletic director at 641.782.7081, ext. 459.

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

All planning and scheduling of any such event should be initiated through the college’s student activities coordinator at 641.782.7081, ext. 437.

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

Clubs/organizations must select one Student Senate member and one alternate. Representatives are selected by each club/organization and submitted to the Student Senate sponsor before the first Student Senate meeting of each academic year. In the event that a senator or alternate is unable to complete his/her term, the club/organization must select a new representative and notify the Student Senate sponsor within two weeks of the position vacancy.
Any student who wishes to participate as an active at-large member of the Student Senate may do so by contacting the Student Senate sponsor. For additional information, call 641.782.1453.
Academics

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

Career-Related Programs
Accounting
Accounting and Information Technology
Administrative Office Technology
Agricultural Business
Auto Collision Repair/Refinish
Automotive Repair/Automotive Repair Technology
Business Administration
Carpentry and Building Trades
Criminal Justice
Crop Production
Electrical Technology
Graphic Design
Industrial Technology

Information Technology
Systems Networking
Livestock Production
Management Information Systems
Nursing Education–Licensed Practical Nursing and Registered Nursing
Office Skills
Professional Music
Welding Technology
Arts and Sciences/College Transfer

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

Students in the arts and sciences program may earn either the Associate of Arts (AA) degree or the Associate of Science (AS) degree which will transfer to most four-year colleges/universities in the United States and internationally. There are many diverse majors for which the AA or AS degree is beneficial. A student planning to transfer is 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.
» Review the recommended curriculum for freshmen and sophomores in the student’s area of interest.
» Confer with his/her Southwestern Community College academic advisor about satisfying all transfer requirements.
» Monitor his/her program of study to ensure that all requirements are met.
» Schedule an official campus visit with the admissions office at the transfer school as early as fall semester of the sophomore year.

Arts and Sciences Program Outcomes

The arts and sciences (AA and AS) degree options are designed for the purpose of transfer to a bachelor’s degree program. Through completion of their academic path in the arts and sciences program, students will develop the ability to:

Communications Learner Outcomes

1. Synthesize a variety of sources in order to produce logical conclusions.
2. Articulate arguments through audience-appropriate oral presentation and writing.

Humanities Learner Outcomes

1. Articulate how systems of power or cultural groups affect both local and global communities.
2. Analyze cultural artifacts to identify relationships among ideas, texts, artistic works, and their cultural and historical contexts.
3. Identify relevant terms and concepts in humanities disciplines.

Social Sciences Learner Outcomes

1. Analyze a variety of primary and secondary sources to evaluate their usefulness in regard to the social sciences.
2. Apply knowledge of major concepts, models, and issues in the social sciences.

Math Learner Outcomes

1. Interpret and communicate mathematical knowledge and understanding within the context of the problem.
2. Independently apply technology tools to graph, analyze, and solve functions.
3. Apply the methods of mathematical, statistical, or analytical reasoning to critically evaluate data, solve problems, and effectively communicate findings.

Science Learner Outcomes

1. Utilize science-based, problem-solving skills to evaluate and communicate potential solutions to current issues.
2. Apply the scientific methods to gain knowledge and examine the laws, theories and processes of physical and biological phenomenon.

Physical Education Learner Outcome

1. Apply the knowledge and skills necessary to develop a healthy lifestyle.
### Associate of Arts (AA) Degree

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

#### Core Requirements - 43 credits (Sections 1-5)

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

*All new freshmen students are required to enroll in SDV 108. The College Experience (1 credit). Transfer students who have earned 24 credits or less or have a GPA of 2.0 or below are also required to take the course. The purpose of this course is to help students develop academic success skills by connecting them to college resources and facilitating participation in college culture. This course will count toward elective credits (Section 6).

1. **Communications** 9 credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 105</td>
<td>Composition I**</td>
<td>3</td>
</tr>
<tr>
<td>ENG 106</td>
<td>Composition II**</td>
<td>3</td>
</tr>
<tr>
<td>ENG 221</td>
<td>Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 238</td>
<td>Creative Writing: Non-Fiction</td>
<td>3</td>
</tr>
<tr>
<td>SPC 101 or SPC 112</td>
<td>Fundamentals of Oral Communication** or Public Speaking**</td>
<td>3</td>
</tr>
<tr>
<td>SPC 122</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

2. **Humanities** 9 credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>ART 203</td>
<td>Art History I</td>
<td>3</td>
</tr>
<tr>
<td>ART 204</td>
<td>Art History II</td>
<td>3</td>
</tr>
<tr>
<td>ART 207</td>
<td>Survey of Art</td>
<td>3</td>
</tr>
<tr>
<td>CLS 150</td>
<td>Latin American History and Culture</td>
<td>3</td>
</tr>
<tr>
<td>FLS 141</td>
<td>Elementary Spanish I</td>
<td>4</td>
</tr>
<tr>
<td>FLS 142</td>
<td>Elementary Spanish II</td>
<td>4</td>
</tr>
<tr>
<td>HIS 110</td>
<td>Western Civilization: Ancient to Early Modern</td>
<td>3</td>
</tr>
<tr>
<td>HIS 111</td>
<td>Western Civilization: Early Modern to Present</td>
<td>3</td>
</tr>
<tr>
<td>HIS 142</td>
<td>Middle Eastern Studies</td>
<td>3</td>
</tr>
<tr>
<td>HIS 257</td>
<td>African American History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 268</td>
<td>American Experience in Vietnam</td>
<td>3</td>
</tr>
<tr>
<td>HUM 164</td>
<td>Non-Western Culture - Japan</td>
<td>3</td>
</tr>
<tr>
<td>LIT 101</td>
<td>Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>LIT 110</td>
<td>American Literature to Mid-1800's</td>
<td>3</td>
</tr>
<tr>
<td>LIT 111</td>
<td>American Literature since Mid-1800's</td>
<td>3</td>
</tr>
<tr>
<td>LIT 130</td>
<td>African American Literature</td>
<td>3</td>
</tr>
<tr>
<td>LIT 140</td>
<td>British Literature I</td>
<td>3</td>
</tr>
<tr>
<td>LIT 141</td>
<td>British Literature II</td>
<td>3</td>
</tr>
<tr>
<td>LIT 161</td>
<td>The Short Story</td>
<td>3</td>
</tr>
<tr>
<td>LIT 177</td>
<td>Dramatic Literature</td>
<td>3</td>
</tr>
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</table>

2. **Humanities (continued)**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>LIT 178</td>
<td>Mythological and Biblical Literature</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>LIT 184</td>
<td>Young Adult Literature</td>
<td>3</td>
</tr>
<tr>
<td>LIT 210</td>
<td>The Graphic Novel</td>
<td>3</td>
</tr>
<tr>
<td>MUS 100</td>
<td>Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>MUS 200</td>
<td>Music History I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 201</td>
<td>Music History II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 204</td>
<td>History of Rock and Roll</td>
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</tr>
<tr>
<td>PHI 101</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHI 105</td>
<td>Introduction to Ethics</td>
<td>3</td>
</tr>
<tr>
<td>REL 101</td>
<td>Survey of World Religions</td>
<td>3</td>
</tr>
<tr>
<td>REL 140</td>
<td>Religion in the United States</td>
<td>3</td>
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</table>

3. **Mathematics and Sciences** 8 credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 105</td>
<td>Introductory Biology (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 112</td>
<td>General Biology I (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 113</td>
<td>General Biology II (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 130</td>
<td>Animal Biology (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 146</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 151</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>BIO 157</td>
<td>Human Biology (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 162</td>
<td>Essentials of Anatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 163</td>
<td>Essentials of Anatomy and Physiology (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 168</td>
<td>Human Anatomy and Physiology I (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 173</td>
<td>Human Anatomy and Physiology II (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 186</td>
<td>Microbiology (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>CHM 112</td>
<td>Introduction to Chemistry (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>CHM 166</td>
<td>General Chemistry I (w/lab)</td>
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<tr>
<td>CHM 176</td>
<td>General Chemistry II (w/lab)</td>
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<tr>
<td>CHM 261</td>
<td>Organic Chemistry I (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>CHM 271</td>
<td>Organic Chemistry II (w/lab)</td>
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<td>ENV 102</td>
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<tr>
<td>PHS 125</td>
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<tr>
<td>PHY 162</td>
<td>College Physics I (w/lab)</td>
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<td>PHY 172</td>
<td>College Physics II (w/lab)</td>
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<td>PHY 212</td>
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<td>PHY 222</td>
<td>Classical Physics II (w/lab)</td>
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3. Mathematics and Sciences (continued)

<table>
<thead>
<tr>
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<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
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<tr>
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<td>College Algebra</td>
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<td>MAT 127</td>
<td>College Algebra and Trigonometry</td>
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<td>MAT 134</td>
<td>Trigonometry and Analytic Geometry</td>
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</tr>
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<td>Statistics</td>
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<td>Calculus I</td>
<td>4</td>
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<tr>
<td>MAT 216</td>
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<td>Calculus III</td>
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4. Social Sciences 9 credits

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<th>Course Name</th>
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<tbody>
<tr>
<td>ANT 105</td>
<td>Cultural Anthropology</td>
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<td>3</td>
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<td>ECN 120</td>
<td>Principles of Macroeconomics</td>
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<td>ECN 130</td>
<td>Principles of Microeconomics</td>
<td>3</td>
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<tr>
<td>GEO 121</td>
<td>World Regional Geography</td>
<td>3</td>
</tr>
<tr>
<td>HIS 151</td>
<td>U.S. History to 1877</td>
<td>3</td>
</tr>
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<td>HIS 152</td>
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<td>3</td>
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<td>3</td>
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<tr>
<td>POL 111</td>
<td>American National Government</td>
<td>3</td>
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<td>POL 112</td>
<td>American State and Local Government</td>
<td>3</td>
</tr>
<tr>
<td>PSY 111</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 121</td>
<td>Development Psychology</td>
<td>3</td>
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<tr>
<td>PSY 171</td>
<td>Health Psychology</td>
<td>3</td>
</tr>
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<td>PSY 241</td>
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<td>3</td>
</tr>
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<td>PSY 261</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>SOC 110</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 115</td>
<td>Social Problems</td>
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<td>3</td>
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<tr>
<td>SOC 210</td>
<td>Men, Women, and Society</td>
<td>3</td>
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</tbody>
</table>

5. Distributed Requirements 8 credits

Select distributed requirements from any of the courses in categories 1, 2, 3, and 4.

6. Electives 19 credits

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

7. Physical Education 2 credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEH 110</td>
<td>Personal Wellness (may be used as elective credit if PE requirement is satisfied.)</td>
<td>2</td>
</tr>
<tr>
<td>PEH 111</td>
<td>Personal Wellness (may be used as elective credit if PE requirement is satisfied.)</td>
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</table>

Each of the following one credit classes can be taken twice to meet the two credit degree requirement.

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<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEA 112</td>
<td>Basketball</td>
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</tr>
<tr>
<td>PEA 121</td>
<td>Circuit Wellness</td>
<td>1</td>
</tr>
<tr>
<td>PEA 131</td>
<td>Disc Golf</td>
<td>1</td>
</tr>
<tr>
<td>PEA 176</td>
<td>Volleyball I</td>
<td>1</td>
</tr>
<tr>
<td>PEA 187</td>
<td>Weight Training I</td>
<td>1</td>
</tr>
<tr>
<td>PEA 192</td>
<td>Walking I</td>
<td>1</td>
</tr>
<tr>
<td>PEV 115</td>
<td>Varsity Baseball</td>
<td>1</td>
</tr>
<tr>
<td>PEV 121</td>
<td>Varsity Basketball, Men</td>
<td>1</td>
</tr>
<tr>
<td>PEV 122</td>
<td>Varsity Basketball, Women</td>
<td>1</td>
</tr>
<tr>
<td>PEV 130</td>
<td>Varsity Cross Country</td>
<td>1</td>
</tr>
<tr>
<td>PEV 133</td>
<td>Varsity Track and Field</td>
<td>1</td>
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<tr>
<td>PEV 140</td>
<td>Varsity Golf</td>
<td>1</td>
</tr>
<tr>
<td>PEV 145</td>
<td>Sports Shooting</td>
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<td>PEV 156</td>
<td>Drill Team</td>
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<td>PEV 160</td>
<td>Varsity Softball</td>
<td>1</td>
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<tr>
<td>PEV 170</td>
<td>Varsity Volleyball</td>
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</table>

Total AA Degree Requirements - 64 credits

Note: Developmental courses will not be counted toward an AA degree.
## Associate of Science (AS) Degree

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

### Core Requirements - 42 credits (Sections 1-4)

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

*All new freshmen students are required to enroll in SDV 108, The College Experience (1 credit). Transfer students who have earned 24 credits or less or have a GPA of 2.0 or below are also required to take the course. The purpose of this course is to help students develop academic success skills by connecting them to college resources and facilitating participation in college culture. This course will count toward elective credits (Section 5).

### 1. Communications 9 credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 105</td>
<td>Composition I**</td>
<td>3</td>
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<tr>
<td>ENG 106</td>
<td>Composition II**</td>
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<tr>
<td>ENG 221</td>
<td>Creative Writing</td>
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<td>ENG 238</td>
<td>Creative Writing Non-Fiction</td>
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<tr>
<td>SPC 101</td>
<td>Fundamentals of Oral Communication**</td>
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<td>SPC 112</td>
<td>Public Speaking**</td>
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<tr>
<td>SPC 122</td>
<td>Interpersonal Communication</td>
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**Required

### 2. Humanities and Social Sciences 9 credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ART 101</td>
<td>Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>ART 203</td>
<td>Art History I</td>
<td>3</td>
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<tr>
<td>ART 204</td>
<td>Art History II</td>
<td>3</td>
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<tr>
<td>ART 207</td>
<td>Survey of Art</td>
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<tr>
<td>CLS 150</td>
<td>Latin American History &amp; Culture</td>
<td>3</td>
</tr>
<tr>
<td>FLS 141</td>
<td>Elementary Spanish I</td>
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<tr>
<td>FLS 142</td>
<td>Elementary Spanish II</td>
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<tr>
<td>HIS 110</td>
<td>Western Civilization: Ancient to Early Modern</td>
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</tr>
<tr>
<td>HIS 111</td>
<td>Western Civilization: Early Modern to Present</td>
<td>3</td>
</tr>
<tr>
<td>HIS 142</td>
<td>Middle Eastern Studies</td>
<td>3</td>
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<tr>
<td>HIS 257</td>
<td>African American History</td>
<td>3</td>
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<td>HIS 268</td>
<td>American Experience in Vietnam</td>
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<td>HUM 164</td>
<td>Non-Western Culture - Japan</td>
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<td>LIT 101</td>
<td>Introduction to Literature</td>
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<tr>
<td>LIT 110</td>
<td>American Literature to Mid-1800’s</td>
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</tr>
<tr>
<td>LIT 111</td>
<td>American Literature since Mid-1800’s</td>
<td>3</td>
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<tr>
<td>LIT 130</td>
<td>African American Literature</td>
<td>3</td>
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<tr>
<td>LIT 140</td>
<td>British Literature I</td>
<td>3</td>
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<tr>
<td>LIT 141</td>
<td>British Literature II</td>
<td>3</td>
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<tr>
<td>LIT 161</td>
<td>The Short Story</td>
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<tr>
<td>LIT 177</td>
<td>Dramatic Literature</td>
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<td>LIT 178</td>
<td>Mythological and Biblical Literature</td>
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<td>LIT 184</td>
<td>Young Adult Literature</td>
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### 2. Humanities and Social Sciences (continued)

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<td>MUS 200</td>
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<td>MUS 201</td>
<td>Music History II</td>
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<td>MUS 204</td>
<td>History of Rock and Roll</td>
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<tr>
<td>PHI 101</td>
<td>Introduction to Philosophy</td>
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<td>PHI 105</td>
<td>Introduction to Ethics</td>
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<tr>
<td>REL 101</td>
<td>Survey of World Religions</td>
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<td>REL 140</td>
<td>Religion in the United States</td>
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*Student must take at least one social sciences course from the courses listed:

<table>
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<th>Course Name</th>
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<tbody>
<tr>
<td>ANT 105</td>
<td>Cultural Anthropology</td>
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<tr>
<td>CRJ 200</td>
<td>Criminology</td>
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<tr>
<td>ECN 120</td>
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<td>POL 112</td>
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<tr>
<td>PSY 111</td>
<td>Introduction to Psychology</td>
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</tr>
<tr>
<td>SOC 110</td>
<td>Introduction to Sociology</td>
<td>3</td>
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<tr>
<td>SOC 115</td>
<td>Social Problems</td>
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<tr>
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<td>Minority Group Relations</td>
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<td>SOC 210</td>
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### 3. Mathematics and Sciences 20 credits

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<td>BIO 113</td>
<td>General Biology II (w/lab)</td>
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<tr>
<td>BIO 130</td>
<td>Animal Biology (w/lab)</td>
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<tr>
<td>BIO 146</td>
<td>Genetics</td>
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<td>BIO 151</td>
<td>Nutrition</td>
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</tr>
<tr>
<td>BIO 157</td>
<td>Human Biology (w/lab)</td>
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*Student must take at least one course from mathematics and one course from sciences.
### 3. Mathematics and Sciences (continued)

<table>
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<tbody>
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<td>Essentials of Anatomy and Physiology</td>
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<td>BIO 163</td>
<td>Essentials of Anatomy and Physiology (w/lab)</td>
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<td>BIO 168</td>
<td>Human Anatomy and Physiology I (w/lab)</td>
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</tr>
<tr>
<td>BIO 173</td>
<td>Human Anatomy and Physiology II (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 186</td>
<td>Microbiology (w/lab)</td>
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<td>CHM 166</td>
<td>General Chemistry I (w/lab)</td>
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<td>CHM 176</td>
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<td>CHM 261</td>
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<td>Organic Chemistry II (w/lab)</td>
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<td>ENV 111</td>
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<td>PHS 125</td>
<td>Physical Science (w/lab)</td>
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<td>PHY 162</td>
<td>College Physics I (w/lab)</td>
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<td>MAT 219</td>
<td>Calculus III</td>
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<tr>
<td>MAT 225</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
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</table>

### 4. Distributed Requirements 4 credits

Select distributed requirements from any of the courses in categories 1, 2, and 3.

### 5. Electives 20 credits

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

### 6. Physical Education 2 credits

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<thead>
<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>PEH 110</td>
<td>Personal Wellness (may be used as elective credit if PE requirement is satisfied.)</td>
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<td>PEH 111</td>
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</tr>
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</table>

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<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEA 112</td>
<td>Basketball</td>
<td>1</td>
</tr>
<tr>
<td>PEA 121</td>
<td>Circuit Wellness</td>
<td>1</td>
</tr>
<tr>
<td>PEA 131</td>
<td>Disc Golf</td>
<td>1</td>
</tr>
<tr>
<td>PEA 176</td>
<td>Volleyball I</td>
<td>1</td>
</tr>
<tr>
<td>PEA 187</td>
<td>Weight Training I</td>
<td>1</td>
</tr>
<tr>
<td>PEA 192</td>
<td>Walking I</td>
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</tr>
<tr>
<td>PEV 115</td>
<td>Varsity Baseball</td>
<td>1</td>
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<tr>
<td>PEV 121</td>
<td>Varsity Basketball, Men</td>
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<tr>
<td>PEV 122</td>
<td>Varsity Basketball, Women</td>
<td>1</td>
</tr>
<tr>
<td>PEV 130</td>
<td>Varsity Cross Country</td>
<td>1</td>
</tr>
<tr>
<td>PEV 133</td>
<td>Varsity Track and Field</td>
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</tr>
<tr>
<td>PEV 140</td>
<td>Varsity Golf</td>
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</tr>
<tr>
<td>PEV 145</td>
<td>Sports Shooting</td>
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<tr>
<td>PEV 156</td>
<td>Drill Team</td>
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<tr>
<td>PEV 160</td>
<td>Varsity Softball</td>
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<tr>
<td>PEV 170</td>
<td>Varsity Volleyball</td>
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</table>

**Total AS Degree Requirements - 64 credits**

Note: Developmental courses will not be counted toward an AS degree.
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 - 15 credits (Sections 1-4)

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

*All new freshmen students are required to enroll in SDV 108, The College Experience (1 credit). Transfer students who have earned 24 credits or less or have a GPA of 2.0 or below are also required to take the course. The purpose of this course is to help students develop academic success skills by connecting them to college resources and facilitating participation in college culture. This course will count toward elective credits (Section 5).

#### 1. Communications - 3-6 credits

<table>
<thead>
<tr>
<th>Course #</th>
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<tbody>
<tr>
<td>ENG 105</td>
<td>Composition I</td>
<td>3</td>
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<tr>
<td>ENG 106</td>
<td>Composition II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 221</td>
<td>Creative Writing</td>
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<tr>
<td>ENG 238</td>
<td>Creative Writing Non-Fiction</td>
<td>3</td>
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<tr>
<td>SPC 101 or SPC 112</td>
<td>Fundamentals of Oral Communication or Public Speaking</td>
<td>3</td>
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<tr>
<td>SPC 122</td>
<td>Interpersonal Communication</td>
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#### 2. Humanities - 3-6 credits

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<tr>
<td>ART 203</td>
<td>Art History I</td>
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<td>ART 204</td>
<td>Art History II</td>
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<tr>
<td>ART 207</td>
<td>Survey of Art</td>
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<tr>
<td>CLS 150</td>
<td>Latin American History and Culture</td>
<td>3</td>
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<tr>
<td>FLS 141</td>
<td>Elementary Spanish I</td>
<td>4</td>
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<tr>
<td>FLS 142</td>
<td>Elementary Spanish II</td>
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<tr>
<td>HIS 110</td>
<td>Western Civilization: Ancient to Early Modern</td>
<td>3</td>
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<tr>
<td>HIS 111</td>
<td>Western Civilization: Early Modern to Present</td>
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<td>HIS 142</td>
<td>Middle Eastern Studies</td>
<td>3</td>
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<tr>
<td>HIS 257</td>
<td>African American History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 268</td>
<td>American Experience in Vietnam</td>
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<tr>
<td>HUM 164</td>
<td>Non-Western Culture - Japan</td>
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<tr>
<td>LIT 101</td>
<td>Introduction to Literature</td>
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<tr>
<td>LIT 110</td>
<td>American Literature to Mid - 1800's</td>
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<td>LIT 111</td>
<td>American Literature since Mid - 1800's</td>
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<td>LIT 130</td>
<td>African American Literature</td>
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<td>LIT 140</td>
<td>British Literature I</td>
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<td>LIT 161</td>
<td>The Short Story</td>
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<td>LIT 177</td>
<td>Dramatic Literature</td>
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<td>LIT 178</td>
<td>Mythological and Biblical Literature</td>
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<td>LIT 184</td>
<td>Young Adult Literature</td>
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<td>LIT 210</td>
<td>The Graphic Novel</td>
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<tr>
<td>MUS 100</td>
<td>Music Appreciation</td>
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<td>Music History I</td>
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#### 3. Mathematics and Sciences - 3-6 credits

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<tr>
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<td>Introductory Biology (w/lab)</td>
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<tr>
<td>BIO 112</td>
<td>General Biology I (w/lab)</td>
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<tr>
<td>BIO 113</td>
<td>General Biology II (w/lab)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 130</td>
<td>Animal Biology (w/lab)</td>
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<td>BIO 146</td>
<td>Genetics</td>
<td>3</td>
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<td>BIO 151</td>
<td>Nutrition</td>
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<tr>
<td>BIO 157</td>
<td>Human Biology (w/lab)</td>
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<tr>
<td>BIO 162</td>
<td>Essentials of Anatomy and Physiology</td>
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<tr>
<td>BIO 163</td>
<td>Essentials of Anatomy and Physiology (w/lab)</td>
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<tr>
<td>BIO 168</td>
<td>Human Anatomy and Physiology I (w/lab)</td>
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<tr>
<td>BIO 173</td>
<td>Human Anatomy and Physiology II (w/lab)</td>
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<tr>
<td>BIO 186</td>
<td>Microbiology (w/lab)</td>
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<tr>
<td>CHM 112</td>
<td>Introduction to Chemistry (w/lab)</td>
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<tr>
<td>CHM 166</td>
<td>General Chemistry I (w/lab)</td>
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<td>CHM 176</td>
<td>General Chemistry II (w/lab)</td>
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<td>CHM 261</td>
<td>Organic Chemistry I (w/lab)</td>
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<tr>
<td>CHM 271</td>
<td>Organic Chemistry II (w/lab)</td>
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<td>ENV 102</td>
<td>Introduction to Sustainability</td>
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<tr>
<td>ENV 111</td>
<td>Environmental Science (w/lab)</td>
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<tr>
<td>ENV 154</td>
<td>Introduction to Renewable Energy</td>
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<tr>
<td>PHS 125</td>
<td>Physical Science (w/lab)</td>
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<tr>
<td>PHY 162</td>
<td>College Physics I (w/lab)</td>
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<td>PHY 172</td>
<td>College Physics II (w/lab)</td>
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<tr>
<td>PHY 212</td>
<td>Classical Physics I (w/lab)</td>
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<td>PHY 222</td>
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<td>MAT 110</td>
<td>Math for Liberal Arts</td>
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<tr>
<td>MAT 120</td>
<td>College Algebra</td>
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<td>MAT 127</td>
<td>College Algebra and Trigonometry</td>
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<td>MAT 134</td>
<td>Trigonometry and Analytic Geometry</td>
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<td>Statistics</td>
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<td>MAT 210</td>
<td>Calculus I</td>
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<tr>
<td>MAT 216</td>
<td>Calculus II</td>
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<td>MAT 219</td>
<td>Calculus III</td>
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<tr>
<td>MAT 225</td>
<td>Differential Equations</td>
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#### 2. Humanities (continued)

<table>
<thead>
<tr>
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<tr>
<td>MUS 201</td>
<td>Music History II</td>
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<tr>
<td>MUS 204</td>
<td>History of Rock and Roll</td>
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<tr>
<td>PHI 101</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHI 105</td>
<td>Introduction to Ethics</td>
<td>3</td>
</tr>
<tr>
<td>REL 101</td>
<td>Survey of World Religions</td>
<td>3</td>
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<tr>
<td>REL 140</td>
<td>Religion in the United States</td>
<td>3</td>
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</table>

### Associate of General Studies (AGS) Degree

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.
### 4. Social Sciences  3-6 credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>ANT 105</td>
<td>Cultural Anthropology</td>
<td>3</td>
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<tr>
<td>CRJ 200</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>ECN 120</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECN 130</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>GEO 121</td>
<td>World Regional Geography</td>
<td>3</td>
</tr>
<tr>
<td>HIS 151</td>
<td>U.S. History to 1877</td>
<td>3</td>
</tr>
<tr>
<td>HIS 152</td>
<td>U.S. History since 1877</td>
<td>3</td>
</tr>
<tr>
<td>HIS 201</td>
<td>Iowa History</td>
<td>3</td>
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<tr>
<td>POL 111</td>
<td>American National Government</td>
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<tr>
<td>POL 112</td>
<td>American State and Local Government</td>
<td>3</td>
</tr>
<tr>
<td>PSY 111</td>
<td>Introduction to Psychology</td>
<td>3</td>
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<tr>
<td>PSY 121</td>
<td>Developmental Psychology</td>
<td>3</td>
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<tr>
<td>PSY 171</td>
<td>Health Psychology</td>
<td>3</td>
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<tr>
<td>PSY 241</td>
<td>Abnormal Psychology</td>
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<tr>
<td>PSY 251</td>
<td>Social Psychology</td>
<td>3</td>
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<tr>
<td>PSY 261</td>
<td>Human Sexuality</td>
<td>3</td>
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<tr>
<td>SOC 110</td>
<td>Introduction to Sociology</td>
<td>3</td>
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<tr>
<td>SOC 115</td>
<td>Social Problems</td>
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<tr>
<td>SOC 120</td>
<td>Marriage and Family</td>
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</tr>
<tr>
<td>SOC 200</td>
<td>Minority Group Relations</td>
<td>3</td>
</tr>
<tr>
<td>SOC 210</td>
<td>Men, Women, and Society</td>
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</table>

### 5. Electives  49 credits

Developmental courses will not be counted toward an AGS degree.

**Total AGS Degree Requirements - 64 credits**
College and University Transfer Information

The following pages contain courses of study which are suggested guides to obtaining an Associate of Arts or an Associate of Science 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 major listed. The list is not all inclusive, and students should consult with their advisors concerning requirements for their individual bachelor's degree programs.

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

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

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

» Agricultural Business
» Agriculture Education
» Agronomy
» Animal Science
» Biology*
» Business*
» Chemistry
» Criminal Justice*
» Elementary Education
» Physics
» Pre-Engineering
» Psychology*
» Secondary Education
» Sociology

The following pages include two-year guides for some of the college's most popular college transfer pathways. If a two-year guide is not listed for the transfer pathway you have chosen, please contact the admissions office or your academic advisor for course planning.

*Transfer majors are designed for students pursuing Associate of Arts or Associate of Science degrees transferring to Iowa State University, the University of Northern Iowa or the University of Iowa. Transfer majors are offered in biology, business, criminal justice, and psychology. Requirements may vary at other institutions so students should become familiar with the specific course requirements of the four-year institution to which they plan to transfer. For more information on the coursework prescribed, please refer to the transfer pathway two-year guide. You are also encouraged to consult with an admissions representative or your academic advisor.
Agricultural Business

The agricultural business pathway provides students with opportunities to earn Associate of Arts (AA) degrees, which transfer to many four-year institutions. The agricultural business transfer pathway is appropriate for students who are interested in pursuing careers in agricultural sales, livestock sales, banking, ag lending, commodity trading, farm and ranch management, or insurance sales representative.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CHM 166</td>
<td>General Chemistry I (w/lab) (fall only)</td>
<td>5</td>
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<tr>
<td>ECN 130</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENG 106</td>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 127</td>
<td>College Algebra and Trigonometry</td>
<td>5</td>
</tr>
<tr>
<td>SDV 108</td>
<td>The College Experience</td>
<td>1</td>
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Second Semester

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<th>Course Name</th>
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<tbody>
<tr>
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<td>Agricultural Selling</td>
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</tr>
<tr>
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<td>3</td>
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<tr>
<td>ENG 106</td>
<td>Composition II</td>
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<tr>
<td>HIS 111</td>
<td>Western Civilization: Early Modern to Present*</td>
<td>3</td>
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<td>MAT 210</td>
<td>Calculus I</td>
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Second Year First Semester

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<th>Course Name</th>
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<tbody>
<tr>
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<td>Introduction to Agriculture Markets (fall only)</td>
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<td>BIO 105</td>
<td>Introductory Biology (w/lab)</td>
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<td>PEH 110</td>
<td>Personal Wellness</td>
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<tr>
<td>PHI 105</td>
<td>Introduction to Ethics* (fall only)</td>
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<td>REL 101</td>
<td>Survey of World Religions* (fall only)</td>
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Second Semester

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<tbody>
<tr>
<td>ACC 131</td>
<td>Principles of Accounting I</td>
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<tr>
<td>AGB 330</td>
<td>Farm Business Management (spring only)</td>
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<td>SPC 101</td>
<td>Fundamentals of Oral Communication</td>
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<td>General Education Elective**</td>
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<td>Social Sciences Requirement***</td>
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<tr>
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</tbody>
</table>

*Students should consult with an academic advisor to determine the appropriate humanities course options at their intended transfer college or university.

**Students should consult with an academic advisor to determine the appropriate general education elective course options at their intended transfer college or university.

***Students should consult with an academic advisor to determine the appropriate social sciences course options at their intended transfer college or university.

Agriculture Education

The agriculture education pathway provides students with opportunities to earn Associate of Arts (AA) degrees, which transfer to many four-year institutions. The agriculture education transfer pathway is appropriate for students who are interested in pursuing careers as a secondary agriculture educator, agriculture manager, or as agriculture representatives in sales, public relations, extension, trade organizations, commodity groups, communications, or international agriculture.

<table>
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<th>Course Name</th>
<th>Credits</th>
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<td>CHM 112</td>
<td>Introduction to Chemistry (w/lab)</td>
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<tr>
<td>ENG 105</td>
<td>Composition I</td>
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<td>MAT 156</td>
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<td>SDV 108</td>
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Second Semester

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<tr>
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<td>Principles of Accounting I</td>
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</tr>
<tr>
<td>AGB 330</td>
<td>Introduction to Soil Science (spring only)</td>
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</tr>
<tr>
<td>ENG 106</td>
<td>Composition II</td>
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<td>MAT 210</td>
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<td>Humanities Requirement*</td>
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Second Year First Semester

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<th>Course Name</th>
<th>Credits</th>
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<tbody>
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<td>Survey of the Animal Industry (fall only)</td>
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<tr>
<td>BIO 112</td>
<td>General Biology I (w/lab) (fall only)</td>
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</tr>
<tr>
<td>ECN 130</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>PHI 105</td>
<td>Introduction to Ethics* (fall only)</td>
<td>3</td>
</tr>
<tr>
<td>REL 101</td>
<td>Survey of World Religions* (fall only)</td>
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Second Semester

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACC 131</td>
<td>Principles of Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>AGB 235</td>
<td>Introduction to Agriculture Markets (fall only)</td>
<td>3</td>
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Agronomy

The agronomy transfer pathway provides students with opportunities to earn Associate of Science (AS) degrees, which transfer to many four-year institutions. The agronomy transfer pathway is appropriate for students who are interested in pursuing careers in agronomy sales, field agronomy, precision agronomy, risk management, sales and marketing, crop specialist, custom agronomy applicator, research and development, and grain operations.

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Animal Science

The animal science transfer pathway provides students with opportunities to earn Associate of Science (AS) degrees, which transfer to many four-year institutions. The animal science transfer pathway is appropriate for students who are interested in pursuing careers in animal care, livestock production, animal transport, livestock sales, animal feeds and feeding, animal pharmaceuticals, and more.

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Biology

The biology transfer pathway provides students with opportunities to earn Associate of Science (AS) degrees, which transfer to many four-year institutions. The biology transfer pathway is appropriate for students who are interested in pursuing careers in ecology and conservation, evolution and biodiversity, molecular and cellular biology, pre-medical and human health, or pre-veterinary medicine.

First Year

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<th>Course Name</th>
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Second Semester

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<td>PHY 162</td>
<td>College Physics I (w/lab) (fall only)</td>
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Second Semester

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To earn an Associate of Science degree with a transfer major in biology, a student must complete all required coursework as prescribed and maintain a 2.0 grade point average. Completion of the required coursework and transfer major is then recorded on a student’s transcript.

Business

The business transfer pathway provides students with opportunities to earn Associate of Arts (AA) degrees, which transfer to many four-year institutions, in degrees such as accounting, business, economics, finance, management, marketing, and management information systems.

First Year

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Second Semester

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First Semester

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Second Semester

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</table>

*Students who do not possess strong computer skills are strongly encouraged to enroll in CSC 110 Introduction to Computers before enrolling in CSC 116 Information Computing.

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Criminal Justice

The criminal justice transfer pathway provides students with opportunities to earn Associate of Arts (AA) degrees, which transfer to many four-year institutions. The criminal justice transfer pathway is appropriate for students who are interested in pursuing careers at the state or federal level in probation, parole, law enforcement, juvenile court services, or the Department of Human Services.

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<td>POL 111</td>
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</table>

*Students should consult with an academic advisor to determine the appropriate criminal justice course options at their intended transfer college or university.

Chemistry

The chemistry transfer pathway provides students with opportunities to earn Associate of Science (AS) degrees, which transfer to many four-year institutions. The chemistry transfer pathway is appropriate for students who are interested in pursuing a career as a chemical professional in industry, academia, government, non-profit, or entrepreneurship.

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To earn an Associate of Arts degree with a transfer major in criminal justice, a student must complete all required coursework as prescribed and maintain a 2.0 grade point average. Completion of the required coursework and transfer major is then recorded on a student’s transcript.
**Elementary Education**

The elementary education transfer pathway provides students with opportunities to earn Associate of Arts (AA) degrees, which transfer to many four-year institutions. The elementary education transfer pathway is appropriate for students who are interested in pursuing careers in elementary education.

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*Students should consult with an academic advisor to determine the appropriate humanities course options at their intended transfer college or university.

**Students should consult with an academic advisor to determine the appropriate social sciences course options at their intended transfer college or university.

---

**Physics**

The physics transfer pathway provides students with opportunities to earn Associate of Science (AS) degrees, which transfer to many four-year institutions. The physics transfer pathway is appropriate for students who are interested in pursuing a career in research and development, science, engineering, education, medicine, law, business, and the military.

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Pre-Engineering

The pre-engineering transfer pathway provides students with opportunities to earn Associate of Science (AS) degrees, which transfer to many four-year institutions. The pre-engineering transfer pathway is appropriate for students who are interested in pursuing careers in various engineering fields: aerospace, electrical, mechanical, civil, agricultural, chemical, biochemical, environmental, and other engineering fields.

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**Students should consult with an academic advisor to determine the appropriate social sciences course options at their intended transfer college or university.

**Students should consult with an academic advisor to determine the appropriate humanities course options at their intended transfer college or university.

***Math/science electives should be selected based upon the area of engineering the student plans to pursue. Courses such as BIO 112 General Biology (w/lab), BIO 113 General Biology II (w/lab), MAT 225 Differential Equations, CHM 261 Organic Chemistry (w/lab), and CHM 271 Organic Chemistry II (w/lab) may be selected. Check with your transfer school to ensure proper course selection.

Psychology

The psychology transfer pathway provides students with opportunities to earn Associate of Arts (AA) degrees, which transfer to many four-year institutions. This degree is designed for students interested in an introduction to the field of psychology and for students looking to further their understanding of the biological, psychological, and environmental influences that guide human behavior.

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**Recommended biology courses include: BIO 105 Introductory Biology (w/lab), BIO 112 General Biology (w/lab), or BIO 157 Human Biology (w/lab). Students should consult with an academic advisor to determine the appropriate biology course options at their intended transfer college or university.

**Students should consult with an academic advisor to determine the appropriate humanities course options at their intended transfer college or university.

***Students should consult with an academic advisor to determine the appropriate psychology elective course options at their intended transfer college or university.

****Students should consult with an academic advisor to determine the appropriate social sciences course options at their intended transfer college or university.

To earn an Associate of Arts degree with a transfer major in psychology, a student must complete all required coursework as prescribed and maintain a 2.0 grade point average. Completion of the required coursework and transfer major is then recorded on a student’s transcript.
## Secondary Education

The secondary education transfer pathway provides students with opportunities to earn Associate of Arts (AA) degrees, which transfer to many four-year institutions. The secondary education transfer pathway is appropriate for students who are interested in pursuing careers in secondary education.

### First Year

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<td>MUS 100</td>
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*SStudents should choose social sciences from a variety of areas, such as POL 111 American National Government or GEO 121 World Regional Geography. Students are encouraged to check with their transfer school about specific requirements.

**It is recommended that those pursuing a secondary education academic pathway take one biological sciences course (BIO) and one physical sciences course (CHM, PHS), with at least one containing a lab. Students are encouraged to check with their transfer school about specific requirements.

***Students should choose humanities courses from a variety of areas. For example, students should choose one fine arts course (MUS 100 Music Appreciation or ART 101 Art Appreciation), a history course (HIS 111 Western Civilization), and a literature course (LIT 101 Introduction to Literature). Students are encouraged to check with their transfer school about specific requirements.

---

## Sociology

The sociology transfer pathway provides students with an opportunity to earn Associate of Arts (AA) degrees, which transfer to many four-year institutions. This degree is designed for students interested in an introduction to the field of sociology and for students in careers in social research, urban planning, administration, community development and more.

### First Year

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<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC XXX</td>
<td>Sociology Elective****</td>
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<tr>
<td></td>
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<tr>
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<td>Elective</td>
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<tr>
<td></td>
<td>Humanities Requirement*</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

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*Students should consult with an academic advisor to determine the appropriate humanities course options at their intended transfer college or university.

**Recommended science courses include: BIO 105 Introductory Biology (w/lab), BIO 112 General Biology (w/lab), or BIO 157 Human Biology (w/lab). Students should consult with an academic advisor to determine the appropriate biology course options at their intended transfer college or university.

***Students should consult with an academic advisor to determine the appropriate social sciences course options at their intended transfer college or university.

****Students should consult with an academic advisor to determine the appropriate sociology elective course options at their intended transfer college or university.
Career-Related Programs

Career and Technical Education Programs
Associate of Applied Science Degrees, Associate of Applied Arts Degrees, Diplomas, or Certificates

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

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

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

The Associate of Applied Science or Associate of Applied Arts degree is granted to students who complete two-year career and technical education programs and meet all graduation requirements.

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

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

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

Career and technical education programs at Southwestern include the following:

» Accounting–Associate of Applied Science Degree
» Accounting and Information Technology–Associate of Applied Science Degree
» Administrative Office Technology–Associate of Applied Science Degree
» Agricultural Business–Associate of Applied Science Degree
» Auto Collision Repair/Refinish–Diploma or Associate of Applied Science Degree
» Automotive Repair/Automotive Repair Technology–Certificate, Diploma, or Associate of Applied Science Degree
» Business Administration–Certificate or Associate of Applied Science Degree
» Carpentry and Building Trades–Certificate, Diploma, or Associate of Applied Science Degree
» Criminal Justice–Associate of Applied Science Degree
» Crop Production–Associate of Applied Science Degree
» Electrical Technology–Certificate, Diploma, or Associate of Applied Science Degree
» Graphic Design–Associate of Applied Science Degree
» Industrial Technology–Certificate, Diploma, or Associate of Applied Science Degree
» Information Technology Systems Networking–Certificate, Diploma, or Associate of Applied Science Degree
» Livestock Production–Associate of Applied Science Degree
» Management Information Systems–Associate of Applied Science Degree
» Nursing Education–Diploma (LPN) or Associate of Applied Science Degree (RN)
» Office Skills–Diploma
» Professional Music–Associate of Applied Arts Degree
» Welding Technology–Certificate, Diploma, or Associate of Applied Science Degree
## Accounting

**Award: Associate of Applied 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. An accounting and information technology degree is also available at Southwestern.

### Year 1

#### Fall Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College Experience</td>
<td>SDV 108</td>
<td>1</td>
</tr>
<tr>
<td>Principles of Accounting I</td>
<td>ACC 131</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Business</td>
<td>BUS 102</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Computers</td>
<td>CSC 110</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><strong>Total:</strong></td>
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</table>

#### Spring Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Accounting II</td>
<td>ACC 132</td>
<td>4</td>
</tr>
<tr>
<td>Composition II or Business Communications</td>
<td>ENG 106</td>
<td>3</td>
</tr>
<tr>
<td>Intermediate Algebra or higher level mathematics</td>
<td>MAT 101</td>
<td>3</td>
</tr>
<tr>
<td>Business Math and Calculators</td>
<td>BUS 110</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>16.0</strong></td>
</tr>
</tbody>
</table>

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

- Western Civilization: Ancient to Early Modern
- Western Civilization: Early Modern to Present
- Introduction to Literature
- Introduction to Psychology
- Introduction to Sociology
- HIS 110 3
- HIS 111 3
- LIT 101 3
- PSY 111 3
- SOC 110 3

### Year 2

#### Fall Semester

<table>
<thead>
<tr>
<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>
</tr>
<tr>
<td>Computer Accounting</td>
<td>ACC 311</td>
<td>3</td>
</tr>
<tr>
<td>Business Law I</td>
<td>BUS 185</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Macroeconomics</td>
<td>ECN 120</td>
<td>3</td>
</tr>
<tr>
<td>Business/Computer Elective**</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Oral Communication</td>
<td>SPC 101</td>
<td>3</td>
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<td><strong>Total:</strong></td>
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#### Spring Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost Accounting</td>
<td>ACC 221</td>
<td>3</td>
</tr>
<tr>
<td>Income Tax Accounting</td>
<td>ACC 261</td>
<td>3</td>
</tr>
<tr>
<td>Pre-Employment Strategies</td>
<td>SDV 153</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
<td>ECN 130</td>
<td>3</td>
</tr>
<tr>
<td>Statistics or Quantitative Methods for Business Decision Making</td>
<td>MAT 156</td>
<td>3</td>
</tr>
<tr>
<td>Business Problem Solving</td>
<td>BUS 238</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>17.0</strong></td>
</tr>
</tbody>
</table>

**AAS Degree Total: 68.0**

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

- Payroll Accounting
- Comprehensive Spreadsheets
- Comprehensive Databases
- Introduction to Entrepreneurship
- Human Relations
- Quantitative Methods for Business Decision Making
- Business Law II
- Internship
- Statistics
- Principles of Management
- ACC 161 3
- BCA 152 3
- BCA 167 3
- BUS 130 3
- BUS 161 3
- BUS 230 3
- BUS 186 3
- BUS 932 4
- MAT 156 3
- MGT 101 3

Students must complete 68 credits and maintain a 2.0 grade point average to be awarded an Associate of Applied Science degree in accounting.

---

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

Award: Associate of Applied Science Degree

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

### Year 1

#### Fall Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College Experience</td>
<td>SDV 108</td>
<td>1</td>
</tr>
<tr>
<td>Principles of Accounting I</td>
<td>ACC 131</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Keyboarding or proof of competency</td>
<td>ADM 105</td>
<td>1</td>
</tr>
<tr>
<td>Introduction to Business</td>
<td>BUS 102</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Computers</td>
<td>CSC 110</td>
<td>3</td>
</tr>
<tr>
<td>Composition I</td>
<td>ENG 105</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Macroeconomics or Principles of Microeconomics</td>
<td>ECN 120 ECN 130</td>
<td>3</td>
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</table>

**Total:** 18.0

#### 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>Principles of Accounting II</td>
<td>ACC 132</td>
<td>4</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>
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<tr>
<td>Business Math and Calculators</td>
<td>BUS 110</td>
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</table>

**Total:** 16.0

### Year 2

#### Fall Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Algebra or higher level mathematics</td>
<td>MAT 101</td>
<td>3</td>
</tr>
<tr>
<td>Comprehensive Databases</td>
<td>BCA 167</td>
<td>3</td>
</tr>
<tr>
<td>Computer Accounting</td>
<td>ACC 311</td>
<td>3</td>
</tr>
<tr>
<td>Business Law I</td>
<td>BUS 185</td>
<td>3</td>
</tr>
<tr>
<td>Operating Systems Software Basics</td>
<td>NET 132</td>
<td>3</td>
</tr>
<tr>
<td>Computer Hardware Basics</td>
<td>NET 122</td>
<td>3</td>
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**Total:** 18.0

#### Spring Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Communications</td>
<td>BUS 121</td>
<td>3</td>
</tr>
<tr>
<td>Cost Accounting or Income Tax Accounting</td>
<td>ACC 221</td>
<td>3</td>
</tr>
<tr>
<td>ACC 261</td>
<td></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>General Education Elective*</td>
<td></td>
<td>3</td>
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<tr>
<td>Related Elective**</td>
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<td>3</td>
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**Total:** 17.0

**AAS Degree Total:** 69.0

*General education elective options include, but are not limited to:
- Western Civilization: Ancient to Early Modern
  - HIS 110 3
- Western Civilization: Early Modern to Present
  - HIS 111 3
- Introduction to Literature
  - LIT 101 3
- Introduction to Psychology
  - PSY 111 3
- Introduction to Sociology
  - SOC 110 3

**Related elective options include, but are not limited to:
- Payroll Accounting
  - ACC 161 3
- Advanced Data Base and SQL
  - CIS 339 3
- Management Information Systems
  - CIS 755 3

Students must complete 69 credits and maintain a 2.0 grade point average to be awarded an Associate of Applied Science degree in accounting and information technology.
Administrative Office Technology

Award: Associate of Applied 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. Southwestern offers a diploma in office skills as well.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Fall Semester</strong></td>
</tr>
<tr>
<td>✓ Course Name</td>
<td>✓ Course Name</td>
</tr>
<tr>
<td>The College Experience</td>
<td>Business Law I</td>
</tr>
<tr>
<td>Elements of Writing</td>
<td>Digital Layout</td>
</tr>
<tr>
<td>Human Relations</td>
<td>Introduction to Business</td>
</tr>
<tr>
<td>Introduction to Computers</td>
<td>Principles of Accounting I</td>
</tr>
<tr>
<td>Keyboarding</td>
<td>Comprehensive Databases</td>
</tr>
<tr>
<td>Keyboarding II</td>
<td>Digital Communications</td>
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<td>Office Procedures</td>
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<tr>
<td><strong>Spring Semester</strong></td>
<td><strong>Spring Semester</strong></td>
</tr>
<tr>
<td>✓ Course Name</td>
<td>✓ Course Name</td>
</tr>
<tr>
<td>Business Communications</td>
<td>Layout Design I</td>
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<tr>
<td>Business Math and Calculators</td>
<td>Personal Finance</td>
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<tr>
<td>Pre-Employment Strategies</td>
<td>Intermediate Algebra</td>
</tr>
<tr>
<td>Comprehensive Spreadsheets</td>
<td>Composition I</td>
</tr>
<tr>
<td>Fundamentals of Oral Communication</td>
<td>Integrated Computer Business Applications</td>
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<td>AAS Degree Total: 70.0</td>
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</table>

Students must complete 70 credits and maintain a 2.0 grade point average to be awarded an Associate of Applied Science degree in administrative office technology.
Agricultural Business

Award: Associate of Applied Science Degree

The Associate of Applied Science (AAS) degree in agricultural business is a career-oriented program that combines business courses with agricultural science courses. Continuing technological and other advances have increased the need for future workers to gain specialized training prior to beginning careers in agricultural business. This program includes the essential accounting, economics, science, marketing and agricultural courses needed for today’s complex and changing agricultural business world. Students learn to apply technical skills necessary for entry-level positions as farm and feedlot managers, sales and technical service representatives, grain merchandisers, commodity brokers, agriculture lending officers, seed and fertilizer salespersons, farmers, etc. A large number of jobs are available in the sector due to the unprecedented volume of workers entering retirement and increased global food demands. By pursuing an agricultural business degree students will obtain the business, technological and interpersonal skills necessary for a successful career in these exciting fields.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall Semester</th>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The College Experience</td>
<td>SDV 108</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction to Crop Science</td>
<td>AGA 181</td>
<td>3</td>
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<tr>
<td></td>
<td>Survey of the Animal Industry</td>
<td>AGS 112</td>
<td>4</td>
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</tr>
<tr>
<td></td>
<td>Introduction to Computers</td>
<td>CSC 110</td>
<td>3</td>
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<td></td>
<td>Employment Communications</td>
<td>COM 724</td>
<td>3</td>
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<tr>
<td></td>
<td>Agriculture Lab I</td>
<td>AGC 908</td>
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<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Beef Cattle Science</td>
<td>AGS 226</td>
<td>3</td>
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<tr>
<td>Composition I</td>
<td>ENG 105</td>
<td>3</td>
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<tr>
<td>Technical Math</td>
<td>MAT 743</td>
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<table>
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<tr>
<th>Summer Session</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>Internship</td>
<td>AGB 932</td>
<td>4</td>
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</table>

**General education elective options include, but are not limited to:**
- Western Civilization: Ancient to Early Modern
  HIS 110 3
- Western Civilization: Early Modern to Present
  HIS 111 3
- Introduction to Literature
  LIT 101 3
- Introduction to Psychology
  PSY 111 3
- Introduction to Sociology
  SOC 110 3

**Business/computer science elective options include, but are not limited to:**
- Introduction to Entrepreneurship
  BUS 130 3
- Digital Layout
  GRA 131 3
- Principles of Management
  MGT 101 3
- Principles of Marketing
  MKT 110 3

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall Semester</th>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farm Records Accounts and Analysis</td>
<td>AGB 326</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Livestock Merchandising</td>
<td>AGS 280</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Swine Science</td>
<td>AGS 225</td>
<td>3</td>
<td></td>
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<tr>
<td>Introduction to Agriculture Markets</td>
<td>AGB 235</td>
<td>3</td>
<td></td>
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<tr>
<td>Business/Computer Science Elective***</td>
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<td>3</td>
<td></td>
<td></td>
</tr>
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<td><strong>Total:</strong></td>
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<td><strong>15.0</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>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>Grain and Forage Crops</td>
<td>AGA 212</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Principles of Macroeconomics or Principles of Microeconomics</td>
<td>ECN 120, ECN 130</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Intermediate Algebra or higher level mathematics</td>
<td>MAT 101</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Agriculture Elective**</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>19.0</strong></td>
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</tr>
</tbody>
</table>

**AAS Degree Total:** **68.0**

**Agriculture elective options include, but are not limited to:**
- Introduction to Soil Science
  AGA 182 3
- Leadership in Agriculture
  AGC 315 3
- Principles of Horticulture
  AGH 221 3
- Pesticide Application Certification
  AGH 284 3
- Farm Equipment Management
  AGM 154 1
- Agricultural Welding
  AGM 202 3
- Precision Farming Systems
  AGP 333 3
- Animal Health
  AGS 242 3
- Livestock Evaluation
  AGS 305 3
- Animal Breeding and Genetics
  AGS 355 3

Students must complete 68 credits and maintain a 2.0 grade point average to be awarded an Associate of Applied Science degree in agricultural business.
Auto 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 the lab/shop. Automotive Service Excellence (ASE) certified staff will train students in areas of panel straightening, refinishing, structural and non-structural repair, plastic repair, welding, mechanical repairs, and estimating. The latest technology and quality workmanship are incorporated into the curriculum. Students can earn I-CAR® Gold Class points and I-CAR® Platinum Individual recognition through the I-CAR® Industry Training Alliance Membership. The training also allows students to become ASE certified. This is an I-CAR Gold Class Professional program.

### Year 1

**Diploma**

**Fall Semester**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College Experience</td>
<td>SDV 108</td>
<td>1</td>
</tr>
<tr>
<td>Technical Math</td>
<td>MAT 743</td>
<td>3</td>
</tr>
<tr>
<td>Introduction 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 Repair</td>
<td>CRR 420</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Refinishing</td>
<td>CRR 804</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
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<td><strong>19.0</strong></td>
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</table>

**Spring Semester**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment Communications</td>
<td>COM 724</td>
<td>3</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 Unibody Damage Analysis</td>
<td>CRR 504</td>
<td>4</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>
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**Summer Session**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Refinishing III</td>
<td>CRR 835</td>
<td>2</td>
</tr>
<tr>
<td>Structural Parts Replacement</td>
<td>CRR 508</td>
<td>3</td>
</tr>
<tr>
<td>Collision Lab II</td>
<td>CRR 362</td>
<td>2</td>
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<tr>
<td>Communications or Humanities/Social Sciences Elective*</td>
<td>CRR 508</td>
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**Diploma Total:** 48.0

### Year 2

**Associate of Applied Science Degree**

**Fall Semester**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Personal Finance</td>
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<tr>
<td>Advanced Structural Repair</td>
<td>CRR 572</td>
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<tr>
<td>Advanced Estimating</td>
<td>CRR 760</td>
<td>2</td>
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<tr>
<td>Collision Lab III</td>
<td>CRR 363</td>
<td>2</td>
</tr>
<tr>
<td>Introduction to Automotive Technology</td>
<td>AUT 104</td>
<td>3</td>
</tr>
<tr>
<td>Automotive Suspension and Steering</td>
<td>AUT 404</td>
<td>4</td>
</tr>
<tr>
<td>Basic Automotive Electricity</td>
<td>AUT 603</td>
<td>3</td>
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<td><strong>Total:</strong></td>
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**Spring Semester**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
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</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>4</td>
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<tr>
<td>Automotive Brake Systems</td>
<td>AUT 503</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>
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<tr>
<td><strong>Total:</strong></td>
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**AAS Degree Total (including diploma): 85.0**

Students must complete 85 credits and maintain a 2.0 grade point average to be awarded an Associate of Applied Science degree in auto collision repair/refinish.

*Communications or humanities/social sciences elective options include, but are not limited to:
  - Elements of Writing ENG 101 3
  - Composition I ENG 105 3
  - Technical Writing ENG 111 3
  - Introduction to Psychology PSY 111 3

Students must complete 48 credits and maintain a 2.0 grade point average to be awarded a diploma in auto collision repair/refinish.

Important information about the educational debt, earnings, and completion rates of students who attended this program may be found at http://swcciw.edu/ge-Auto_Collision_Repair_Refinish.

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

Awards: Diploma, Associate of Applied Science Degree, or Certificate

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

### Year 1

#### Diploma

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College Experience</td>
<td>SDV 108</td>
<td>1</td>
</tr>
<tr>
<td>Introduction to Automotive Technology</td>
<td>AUT 104</td>
<td>3</td>
</tr>
<tr>
<td>Automotive Suspension and Steering</td>
<td>AUT 404</td>
<td>4</td>
</tr>
<tr>
<td>Basic Automotive Electricity</td>
<td>AUT 603</td>
<td>3</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>
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</table>

**Total:** 16.0

#### Fall Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College Experience</td>
<td>SDV 108</td>
<td>1</td>
</tr>
<tr>
<td>Introduction to Automotive Technology</td>
<td>AUT 104</td>
<td>3</td>
</tr>
<tr>
<td>Automotive Suspension and Steering</td>
<td>AUT 404</td>
<td>4</td>
</tr>
<tr>
<td>Basic Automotive Electricity</td>
<td>AUT 603</td>
<td>3</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>
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</table>

**Total:** 16.0

#### Spring Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Brake Systems</td>
<td>AUT 503</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>Employment Communications</td>
<td>COM 724</td>
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**Total:** 13.0

#### Summer Session

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Automotive Powertrain</td>
<td>AUT 242</td>
<td>6</td>
</tr>
<tr>
<td>Automotive Service Management</td>
<td>AUT 870</td>
<td>2</td>
</tr>
<tr>
<td>Hybrid Fundamentals</td>
<td>AUT 190</td>
<td>2</td>
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<tr>
<td>Communications or Humanities/Social Sciences Elective*</td>
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</table>

**Total:** 13.0

**Diploma Total:** 42.0

Students must complete 42 credits and maintain a 2.0 grade point average to be awarded a diploma in automotive repair.

### Year 2

#### Associate of Applied Science Degree

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
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</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>Personal Finance</td>
<td>ECN 115</td>
<td>3</td>
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</table>

**Total:** 13.0

#### Fall Semester

<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>Personal Finance</td>
<td>ECN 115</td>
<td>3</td>
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**Total:** 13.0

#### Spring Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>
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**Total:** 15.0

#### Summer Session

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

**Total:** 10.0

**AAS Degree Total (including diploma):** 80.0

*Communications or Humanities/Social Sciences elective options include, but are not limited to:

- Composition I | ENG 105 | 3
- Technical Writing | ENG 111 | 3
- Western Civilization: Ancient to Early Modern | HIS 110 | 3
- Introduction to Psychology | PSY 111 | 3
- Fundamentals of Oral Communication | SPC 101 | 3

Students must complete 80 credits and maintain a 2.0 grade point average to be awarded an Associate of Applied Science degree in automotive repair technology.

Important information about the educational debt, earnings, and completion rates of students who attended this program may be found at [http://swcciowa.edu/ge-Automotive_Repair_Technology](http://swcciowa.edu/ge-Automotive_Repair_Technology).

Students should check with their advisors for correct semester and section numbers. This outline is for advising and schedule planning purposes only.
### Automotive Repair/Automotive Repair Technology (continued)

Awards: Diploma, Associate of Applied Science Degree, or Certificate

<table>
<thead>
<tr>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
</tr>
<tr>
<td>✓ Course Name</td>
</tr>
<tr>
<td>Introduction to Automotive Technology</td>
</tr>
<tr>
<td>Automotive Suspension and Steering</td>
</tr>
<tr>
<td>Basic Automotive Electricity</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
</tr>
</tbody>
</table>

| **Spring Semester** |
| ✓ Course Name | Course # | Credits |
| Automotive Brake Systems | AUT 503 | 3 |
| Advanced Automotive Electricity | AUT 652 | 3 |
| Automotive Heating and Air Conditioning | AUT 704 | 4 |
| **Total:** | **10.0** |
| **Certificate Total:** | **20.0** |

Students must complete 20 credits and maintain a 2.0 grade point average to be awarded a certificate in automotive repair.

Students should check with their advisors for correct semester and section numbers. This outline is for advising and schedule planning purposes only.
Business Administration
Award: Associate of Applied Science Degree

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

### Year 1

#### Fall Semester
- **The College Experience** © SDV 108 1
- **Principles of Accounting I** © ACC 131 4
- **Introduction to Business** © BUS 102 3
- **Composition I** © ENG 105 3
- **Introduction to Computers** © CSC 110 3
- **Intermediate Algebra or higher level mathematics** © MAT 101 3

**Total:** 17.0

#### Spring Semester
- **Principles of Accounting II** © ACC 132 4
- **Composition II or Business Communications** © ENG 106 3
- **Comprehensive Spreadsheets** © BCA 152 3
- **General Education Elective*\)** © 3
- **Business/Computer Elective** © 3

**Total:** 16.0

### Year 2

#### Fall Semester
- **Business Law I** © BUS 185 3
- **Principles of Management** © MGT 101 3
- **Principles of Macroeconomics** © ECN 120 3
- **Fundamentals of Oral Communication** © SPC 101 3
- **Business/Computer Elective** © 3
- **General Education Elective** © 3

**Total:** 18.0

#### Spring Semester
- **Pre-Employment Strategies** © SDV 153 2
- **Business Law II** © BUS 186 3
- **Principles of Marketing** © MKT 110 3
- **Principles of Microeconomics** © ECN 130 3
- **Business Problem Solving** © BUS 238 3
- **Statistics or Quantitative Methods for Business Decision Making** © MAT 156 3

**Total:** 17.0

**AAS Degree Total:** 68.0

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

- Western Civilization: Ancient to Early Modern © HIS 110 3
- Western Civilization: Early Modern to Present © HIS 111 3
- Introduction to Literature © LIT 101 3
- Introduction to Psychology © PSY 111 3
- Introduction to Sociology © SOC 110 3

**Business/computer elective options, some of which can be used to fulfill emphasis tracks:

- Accounting (A), Management (M), Entrepreneurship (E), and Sports Management (SM):
  - Cost Accounting (A & M) © ACC 221 3
  - Income Tax Accounting (A) © ACC 261 3
  - Computer Accounting (A) © ACC 311 3
  - Introduction to Entrepreneurship (E) © BUS 130 3
  - E-Commerce (E) © BUS 150 3
  - Human Relations (M) © BUS 161 3
  - Introduction to Leadership © BUS 165 3
  - Applied Leadership © BUS 166 3
  - Small Business Management (M & E) © MGT 110 3
  - Sports and Society (SM) © PEC 108 3
  - Introduction to Physical Education (SM) © PEH 162 3
  - Principles of Sports Management (SM) © PEH 255 3

Students must complete 68 credits and maintain a 2.0 grade point average to be awarded an Associate of Applied Science degree in business administration.

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

Award: Business Leadership Certificate

The leadership certificate program is designed for working professionals who are preparing themselves for leadership positions in government, business or not-for-profit organizations. It balances practical leadership skills with a strong business foundation. The program will introduce students to fundamental leadership theories, concepts and practices and will enhance leadership practice in order to increase effectiveness.

<table>
<thead>
<tr>
<th>Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
</tr>
<tr>
<td>✓ Course Name</td>
</tr>
<tr>
<td>Introduction to Leadership</td>
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<tr>
<td>Introduction to Business</td>
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<tr>
<td><strong>Total:</strong></td>
</tr>
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</table>

| **Spring Semester**          |
| ✓ Course Name                | Course # | Credits |
| Applied Leadership           | BUS 166 | 3 |
| Principles of Management     | MGT 101 | 3 |
| **Total:**                   |         | **6.0** |
| **Certificate Total:**       |         | **12.0** |

Students must complete 12 credits and maintain a 2.0 grade point average to be awarded a certificate in business leadership.

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

Awards: Diploma, Associate of Applied Science Degree, or Certificate

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 recognized by the Associated Builders and Contractors, Incorporated.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Diploma</th>
</tr>
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<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>✓ Course Name</td>
<td>Course #</td>
</tr>
<tr>
<td>The College Experience</td>
<td>SDV 108</td>
</tr>
<tr>
<td>Basic Construction Skills</td>
<td>CON 141</td>
</tr>
<tr>
<td>Carpentry Level I</td>
<td>CON 155</td>
</tr>
<tr>
<td>Construction Lab IA</td>
<td>CON 183</td>
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<tr>
<td>Construction Lab IB</td>
<td>CON 184</td>
</tr>
<tr>
<td>Technical Math</td>
<td>MAT 743</td>
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<td><strong>Total:</strong></td>
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<tr>
<td><strong>Spring Semester</strong></td>
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</tr>
<tr>
<td>✓ Course Name</td>
<td>Course #</td>
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<tr>
<td>Carpentry Level IIA</td>
<td>CON 237</td>
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<td>Carpentry Level IIB</td>
<td>CON 267</td>
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<tr>
<td>Construction Lab IIA</td>
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<tr>
<td>Construction Lab IIB</td>
<td>CON 189</td>
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<td>Employment Communications</td>
<td>COM 724</td>
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<td><strong>Total:</strong></td>
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<tr>
<td><strong>Summer Session</strong></td>
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</tr>
<tr>
<td>✓ Course Name</td>
<td>Course #</td>
</tr>
<tr>
<td>Commercial Print Reading</td>
<td>CON 115</td>
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<td>General Education Elective*</td>
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<td><strong>Diploma Total:</strong></td>
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<table>
<thead>
<tr>
<th>Year 2</th>
<th>Associate of Applied Science Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>✓ Course Name</td>
<td>Course #</td>
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<tr>
<td>Carpentry Level III</td>
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<td>Construction Lab III</td>
<td>CON 187</td>
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<td>Personal Finance</td>
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<td><strong>Total:</strong></td>
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<td><strong>Spring Semester</strong></td>
<td></td>
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<tr>
<td>✓ Course Name</td>
<td>Course #</td>
</tr>
<tr>
<td>Carpentry Level IV</td>
<td>CON 159</td>
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<td>Construction Lab IV</td>
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<td>General Education Elective*</td>
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<td><strong>Total:</strong></td>
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<td><strong>Summer Session</strong></td>
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<tr>
<td>✓ Course Name</td>
<td>Course #</td>
</tr>
<tr>
<td>Internship</td>
<td>CON 425</td>
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<tr>
<td><strong>Total:</strong></td>
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<tr>
<td><strong>AAS Degree Total (including diploma):</strong></td>
<td>83.0</td>
</tr>
</tbody>
</table>

Students must complete 83 credits and maintain a 2.0 grade point average to be awarded an Associate of Applied Science degree in carpentry and building trades.

*General education elective options include, but are not limited to:
  - Elements of Writing | ENG 101 | 3
  - Composition I | ENG 105 | 3
  - Western Civilization: Ancient to Early Modern | HIS 110 | 3
  - Western Civilization: Early Modern to Present | HIS 111 | 3
  - Math for Liberal Arts | MAT 110 | 3
  - Introduction to Psychology | PSY 111 | 3

Students must complete 43 credits and maintain a 2.0 grade point average to be awarded a diploma in carpentry and building trades.

Important information about the educational debt, earnings, and completion rates of students who attended this program may be found at http://swcciowa.edu/ge-Carpentry_and_Building_Trades.
Carpentry and Building Trades *(continued)*

Awards: Diploma, Associate of Applied Science Degree, or Certificate

<table>
<thead>
<tr>
<th>Certificate</th>
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</thead>
</table>

**Fall Semester**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Construction Skills</td>
<td>CON 141</td>
<td>2</td>
</tr>
<tr>
<td>Construction Lab IA</td>
<td>CON 183</td>
<td>5</td>
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**Spring Semester**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Carpentry Level I</td>
<td>CON 155</td>
<td>3</td>
</tr>
<tr>
<td>Construction Lab IB</td>
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<td><strong>Total:</strong></td>
<td></td>
<td><strong>8.0</strong></td>
</tr>
</tbody>
</table>

**Certificate Total:** 15

Students must complete 15 credits and maintain a 2.0 grade point average to be awarded a certificate in carpentry and building trades.

---

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

Awards: Associate of Applied Science Degree

Criminal justice is an exciting and rewarding career choice for those who desire to find employment in a field which offers variety and new challenges on a daily basis. Individuals involved in criminal justice have opportunities to make contributions to their communities as well as society as a whole. Southwestern’s criminal justice program is designed to provide students with the knowledge and skills necessary for entry-level employment in the areas of law enforcement, courts, and/or corrections. The program provides an interdisciplinary sequence of study merging the liberal arts and technical studies into a well-balanced curriculum. This program does not replace the training requirements of the Iowa Law Enforcement Academy.

### Year 1

#### Fall Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Introduction to Criminal Justice</td>
<td>CRJ 100</td>
<td>3</td>
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<tr>
<td>Criminal Law</td>
<td>CRJ 130</td>
<td>3</td>
</tr>
<tr>
<td>Overview of Cybercrime</td>
<td>CRJ 170</td>
<td>3</td>
</tr>
<tr>
<td>Composition I</td>
<td>ENG 105</td>
<td>3</td>
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<tr>
<td>Statistics</td>
<td>MAT 156</td>
<td>3</td>
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<tr>
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<td>SDV 108</td>
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#### Spring Semester

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<tr>
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<tbody>
<tr>
<td>Patrol Procedures</td>
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<tr>
<td>Police and Society</td>
<td>CRJ 111</td>
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<tr>
<td>Criminology</td>
<td>CRJ 200</td>
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<td>Introduction to Computers</td>
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<td>3</td>
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<tr>
<td>Fundamentals of Oral Communication</td>
<td>SPC 101</td>
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#### Summer Session

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<tr>
<td>Field Experience I</td>
<td>CRJ 218</td>
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### Year 2

#### Fall Semester

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<tr>
<td>Constitutional Criminal Procedure</td>
<td>CRJ 133</td>
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<tr>
<td>Criminal Investigation</td>
<td>CRJ 141</td>
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</tr>
<tr>
<td>Defensive Tactics</td>
<td>CRJ 152</td>
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<tr>
<td>Circuit Wellness</td>
<td>PEA 121</td>
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<tr>
<td>Introduction to Ethics</td>
<td>PHI 105</td>
<td>3</td>
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<tr>
<td>Introduction to Sociology</td>
<td>SOC 110</td>
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#### Spring Semester

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<tbody>
<tr>
<td>Juvenile Delinquency</td>
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<tr>
<td>Drug Use and Abuse</td>
<td>CRJ 207</td>
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<tr>
<td>Evidence</td>
<td>CRJ 230</td>
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<tr>
<td>Circuit Wellness</td>
<td>PEA 121</td>
<td>1</td>
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<tr>
<td>Introduction to Psychology</td>
<td>PSY 111</td>
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**AAS Degree Total:** 66.0

Students must complete 66 credits and maintain a 2.0 grade point average to be awarded an Associate of Applied Science degree in criminal justice.
Crop Production

Awards: Associate of Applied Science Degree

The crop production program provides a blend of crop-related courses and practical application, ensuring a well-rounded agricultural education. During the program, students obtain knowledge of current practices in crop production and technology within the production field, gaining confidence in producing locally grown crops. Students take courses in topics such as agronomy, grain and forages, precision farming, soils, and equipment management. Hands-on experiences, including involvement with the management and operation of a 235 acre farm and a cow-calf operation, take learning outside the classroom and allow students to practice what they are taught. Upon graduation, students are prepared for successful careers, whether they choose to pursue positions in the workplace or on the farm.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
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<tbody>
<tr>
<td>The College Experience</td>
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<tr>
<td>Introduction to Crop Science</td>
<td>AGA 181</td>
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<tr>
<td>Survey of the Animal Industry</td>
<td>AGS 112</td>
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<td>Introduction to Computers</td>
<td>CSC 110</td>
<td>3</td>
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<tr>
<td>Employment Communications</td>
<td>COM 724</td>
<td>3</td>
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<tr>
<td>Agriculture Lab I</td>
<td>AGC 908</td>
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<thead>
<tr>
<th>Course Name</th>
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<td>Introduction to Soil Science</td>
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<tr>
<td>Principles of Horticulture</td>
<td>AGH 221</td>
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<tr>
<td>Grain and Forage Crops</td>
<td>AGA 212</td>
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<tr>
<td>Agriculture Elective*</td>
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<tr>
<td>Technical Math</td>
<td>MAT 743</td>
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**Agriculture elective options include, but are not limited to:**
- Issues in Sustainable Agriculture: AGA 450 (3)
- Agricultural Selling: AGB 336 (3)
- Leadership in Agriculture: AGC 315 (3)
- Farm Equipment Management: AGM 154 (1)
- Agricultural Welding: AGM 202 (3)
- Swine Science: AGS 225 (3)
- Beef Cattle Science: AGS 226 (3)
- Animal Health: AGS 242 (3)
- Livestock Merchandising: AGS 280 (3)
- Livestock Evaluation: AGS 305 (3)
- Animal Nutrition: AGS 319 (3)
- Feeds and Feeding Lab: AGS 345 (1)
- Animal Breeding and Genetics: AGS 355 (3)

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<tr>
<th>Course Name</th>
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<tbody>
<tr>
<td>Farm Records Accounts and Analysis</td>
<td>AGB 326</td>
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<tr>
<td>Introduction to Agriculture Markets</td>
<td>AGB 235</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Sustainability</td>
<td>ENV 102</td>
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<td>Agriculture Lab II</td>
<td>AGC 909</td>
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<td>Pesticide Application Certification</td>
<td>AGB 284</td>
<td>3</td>
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<td>General Education Elective***</td>
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<table>
<thead>
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<th>Course Name</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>Farm Business Management</td>
<td>AGB 330</td>
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</tr>
<tr>
<td>Precision Farming Systems</td>
<td>AGB 333</td>
<td>3</td>
</tr>
<tr>
<td>Agriculture Lab II</td>
<td>AGC 909</td>
<td>1</td>
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<td>Agriculture Elective*</td>
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<tr>
<td>Agriculture Elective*</td>
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<tr>
<td>Social Sciences/Humanities Elective**</td>
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**AAS Degree Total:** **71.0**

**Social sciences/humanities elective options include, but are not limited to:**
- Personal Finance: ECN 115 (3)
- Western Civilization: Ancient to Early Modern: HIS 110 (3)
- Western Civilization: Early Modern to Present: HIS 111 (3)
- Introduction to Literature: LIT 101 (3)
- Introduction to Psychology: PSY 111 (3)
- Introduction to Sociology: SOC 110 (3)

**General education elective options include, but are not limited to:**
- Western Civilization: Ancient to Early Modern: HIS 110 (3)
- Fundamentals of Oral Communication: SPC 101 (3)

Students must complete 71 credits and maintain a 2.0 grade point average to be awarded an Associate of Applied Science degree in crop production.
Electrical Technology

Award: Diploma, Associate of Applied Science Degree, or Certificate

The electrical technology program provides students with the training essential for entry-level positions such as residential or commercial electrician or industrial maintenance electrician. Students will become familiar with the electrical operations of alternative energy systems. This program may be used as a springboard into apprenticeship training. The electrical technology program is approved by the Iowa Electrical Examining Board Post-Secondary Electrical Program (PSEP). If you plan to seek licensure in a state other than Iowa, you are responsible for inquiring about licensure requirements with that state’s licensing body.

### Year 1

#### Diploma

<table>
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<th>Course Name</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>The College Experience</td>
<td>SDV 108</td>
<td>1</td>
</tr>
<tr>
<td>National Electrical Code® I</td>
<td>ELE 155</td>
<td>2</td>
</tr>
<tr>
<td>Introduction to Wiring</td>
<td>ELE 178</td>
<td>5</td>
</tr>
<tr>
<td>Residential Electrical Services</td>
<td>ELE 207</td>
<td>3</td>
</tr>
<tr>
<td>Technical Math</td>
<td>MAT 743</td>
<td>3</td>
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#### Spring Semester

<table>
<thead>
<tr>
<th>Course Name</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>DC Theory</td>
<td>ELE 177</td>
<td>3</td>
</tr>
<tr>
<td>Motor Control</td>
<td>ELE 195</td>
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</tr>
<tr>
<td>Advanced Wiring Systems</td>
<td>ELE 179</td>
<td>5</td>
</tr>
<tr>
<td>Employment Communications</td>
<td>COM 724</td>
<td>3</td>
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#### Summer Session

<table>
<thead>
<tr>
<th>Course Name</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>National Electrical Code® II</td>
<td>ELE 156</td>
<td>2</td>
</tr>
<tr>
<td>Electric Lighting Systems</td>
<td>ELE 180</td>
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<td>Internship</td>
<td>ELE 932</td>
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<td><strong>Diploma Total:</strong></td>
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Students must complete 38 credits and maintain a 2.0 grade point average to be awarded a diploma in electrical technology.

### Year 2

#### Associate of Applied Science Degree

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Calculations of Electrical Systems</td>
<td>ELE 230</td>
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<tr>
<td>Introduction to Computers</td>
<td>CSC 110</td>
<td>3</td>
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<tr>
<td>Commercial Electrical Equipment and Services</td>
<td>ELE 213</td>
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<tr>
<td>Social Sciences/Humanities Elective*</td>
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#### Spring Semester

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<tbody>
<tr>
<td>Commercial Electrical Systems</td>
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<td>Advanced Controls</td>
<td>ELE 208</td>
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<td>AC Fundamentals</td>
<td>ELE 201</td>
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#### Summer Session

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<tr>
<td>Industrial Electrical Systems</td>
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<td><strong>AAS Degree Total (including diploma):</strong></td>
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*Social sciences/humanities elective options include, but are not limited to:

- Personal Finance ECN 115 3
- Introduction to Psychology PSY 111 3
- Introduction to Sociology SOC 110 3

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

- Western Civilization: Ancient to Early Modern HIS 110 3
- Western Civilization: Early Modern to Present HIS 111 3
- Introduction to Literature LIT 101 3

Students must complete 76 credits and maintain a 2.0 grade point average to be awarded an Associate of Applied Science degree in electrical technology.

Students should check with their advisors for correct semester and section numbers. This outline is for advising and schedule planning purposes only.
Electrical Technology (continued)
Award: Diploma, Associate of Applied Science Degree, or Certificate

<table>
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<th>Certificate</th>
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<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td>✓ Course Name</td>
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<tr>
<td>Introduction to Wiring</td>
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<td>Technical Math</td>
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| **Spring Semester**  |
| ✓ Course Name        | Course # | Credits |
| Advanced Wiring Systems | ELE 179  | 5        |
| Blueprint Reading    | ELE 116  | 1        |
| Blueprint Reading II | ELE 174  | 1        |
| **Total:**           |          | **7.0**  |
| **Certificate Total:** |          | **15.0** |

Students must complete 15 credits and maintain a 2.0 grade point average to be awarded a certificate in electrical technology.

Students should check with their advisors for correct semester and section numbers. This outline is for advising and schedule planning purposes only.
Graphic Design
Award: Associate of Applied Science Degree

The impact of graphic designers can be seen everywhere—in logos, brochures, newsletters, posters, Web sites, packaging, and much more. Southwestern's graphic design program will help you learn how to effectively and professionally arrange various elements to convey information to an audience. In just two years, you will gain skills using the latest graphic design software to put your designs in print and on the web.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
<th>Year 1 Credits</th>
<th>Year 2 Credits</th>
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<td>Introduction to Computers</td>
<td>CSC 110</td>
<td>3</td>
<td></td>
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<tr>
<td>Digital Layout</td>
<td>GRA 131</td>
<td>3</td>
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<tr>
<td>Drawing</td>
<td>ART 133</td>
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<td>2-D Design</td>
<td>ART 120</td>
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<td>ENG 105</td>
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Fall Semester

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<td>Business Communications</td>
<td>BUS 121</td>
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<td>Principles of Marketing or E-Commerce</td>
<td>MKT 110 BUS 150</td>
<td>3</td>
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<td>Layout Design I</td>
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<td>Introduction to Computer Animation</td>
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<td>3-D Design</td>
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<td>Introduction to Entrepreneurship</td>
<td>BUS 130</td>
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Spring Semester

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<td>Typography</td>
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<td>Computer Graphic Design</td>
<td>ART 117</td>
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<td>ART 186</td>
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<td>Intermediate Algebra</td>
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<th>Credits</th>
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<tr>
<td>Digital Design</td>
<td>GRA 137</td>
<td>3</td>
<td></td>
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<tr>
<td>Introduction to Printing Technologies</td>
<td>GRA 112</td>
<td>3</td>
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<td>Fundamentals of Oral Communication</td>
<td>SPC 101</td>
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<td>Pre-Employment Strategies</td>
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<tr>
<td>Social Sciences/Humanities Elective*</td>
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AAS Degree Total: **69.0**

*Social sciences/humanities elective options include, but are not limited to:
- Art Appreciation
- Introduction to Psychology
- Introduction to Sociology
- Art Appreciation
- Introduction to Psychology
- Introduction to Sociology

Students must complete 69 credits and maintain a 2.0 grade point average to be awarded an Associate of Applied Science degree in graphic design.
Industrial Technology

Award: Diploma, Associate of Applied Science Degree, or Certificate

Behind the scenes at any manufacturing operation is a team of technicians who keep the operation running smoothly. Students learn skills in maintaining and troubleshooting electrical and mechanical systems and machinery. The diverse education includes training in welding, electrical, hydraulics, pneumatics, blueprint reading, etc.

### Year 1

#### Diploma

<table>
<thead>
<tr>
<th>Course Name</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>The College Experience</td>
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<tr>
<td>National Electrical Code I</td>
<td>ELE 155</td>
<td>2</td>
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<tr>
<td>General Industry Safety</td>
<td>IND 114</td>
<td>1</td>
</tr>
<tr>
<td>Basic Electrical Fundamentals</td>
<td>ELE 110</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Fluid Dynamics</td>
<td>ELE 172</td>
<td>3</td>
</tr>
<tr>
<td>Bearings and Lubrication</td>
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<td>2</td>
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<tr>
<td>Technical Math</td>
<td>MAT 743</td>
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#### Spring Semester

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<tr>
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<th>Course #</th>
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<tbody>
<tr>
<td>Advanced Fluid Power</td>
<td>ELT 793</td>
<td>3</td>
</tr>
<tr>
<td>Motor Control</td>
<td>ELE 195</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to PLCs</td>
<td>ELT 170</td>
<td>3</td>
</tr>
<tr>
<td>Computer Literacy</td>
<td>CSC 107</td>
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<tr>
<td>Maintenance Welding</td>
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<td>COM 724</td>
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#### Summer Session

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<tbody>
<tr>
<td>Print Reading</td>
<td>IND 134</td>
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<tr>
<td>Mechanical Drives</td>
<td>IND 195</td>
<td>3</td>
</tr>
<tr>
<td>Industrial Heating and Cooling</td>
<td>IND 180</td>
<td>2</td>
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<td><strong>Diploma Total:</strong></td>
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### Year 2

#### Associate of Applied Science Degree

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<th>Course #</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Machine Shop Tools I</td>
<td>MFG 102</td>
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<tr>
<td>Advanced Programmable Logic</td>
<td>ELT 160</td>
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<tr>
<td>Industrial Pumps</td>
<td>IND 192</td>
<td>1</td>
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<tr>
<td>Principles of Motors/Transformers</td>
<td>ELT 192</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Fabrication</td>
<td>WEL 114</td>
<td>3</td>
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<tr>
<td>General Education Elective*</td>
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#### Fall Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Motor Control</td>
<td>ELE 197</td>
<td>3</td>
</tr>
<tr>
<td>Instrumentation &amp; Control</td>
<td>ELT 736</td>
<td>2</td>
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<tr>
<td>Automated Processes and Robotics</td>
<td>ELT 717</td>
<td>5</td>
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<tr>
<td>Predictive and Preventative Maintenance</td>
<td>IND 185</td>
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<tr>
<td>Personal Finance</td>
<td>ECN 115</td>
<td>3</td>
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<tr>
<td><strong>Total:</strong></td>
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</tbody>
</table>

#### Spring Semester

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

- Western Civilization: Ancient to Early Modern
- Western Civilization: Early Modern to Present
- Introduction to Literature
- Introduction to Psychology
- Introduction to Sociology

### Diploma Total:

Students must complete 40 credits and maintain a 2.0 grade point average to be awarded a diploma in industrial technology.

### AAS Degree Total (including diploma):

Students must complete 74 credits and maintain a 2.0 grade point average to be awarded an Associate of Applied Science degree in industrial technology.

Important Information about the educational debt, earnings, and completion rates of students who attended this program: [http://swc.ciowa.edu/ge-Industrial_Technology](http://swc.ciowa.edu/ge-Industrial_Technology)
Industrial Technology \textit{(continued)}

Award: Diploma, Associate of Applied Science Degree, or Certificate

<table>
<thead>
<tr>
<th>Certificate</th>
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</table>

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>🔄 Course Name</td>
<td>Course #</td>
<td>Credits</td>
</tr>
<tr>
<td>National Electrical Code I</td>
<td>ELE 155</td>
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<tr>
<td>General Industry Safety</td>
<td>IND 114</td>
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<tr>
<td>Basic Electrical Fundamentals</td>
<td>ELE 110</td>
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<td>ELE 172</td>
<td>3</td>
</tr>
<tr>
<td>Bearings and Lubrication</td>
<td>IND 159</td>
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</tr>
</tbody>
</table>

**Certificate Total:** 11.0

Students must complete 11 credits and maintain a 2.0 grade point average to be awarded a certificate in industrial technology.
Information Technology Systems Networking

Awards: Diploma, Associate of Applied Science Degree, or Certificate

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

Year 1

**Diploma**

### Fall Semester

- **Course Name** | **Course #** | **Credits**
- Introduction to Programming Logic | CIS 121 | 3
- Introduction to Powershell | CIS 630 | 1
- Introduction to Computers | CSC 110 | 3
- Intermediate Algebra or higher level mathematics | MAT 101 | 3
- Computer Hardware Basics | NET 122 | 3
- Operating Systems Software Basics | NET 132 | 3
- The College Experience | SDV 108 | 1

Total: **17.0**

### Spring Semester

- **Course Name** | **Course #** | **Credits**
- Comprehensive Spreadsheets | BCA 152 | 3
- Visual Basic | CIS 604 | 3
- PC Operating Systems | CIS 650 | 3
- CISCO Networking | NET 212 | 3
- Implementing Windows Network Infrastructure | NET 333 | 3
- Fundamentals of Oral Communication | SPC 101 | 3

Total: **18.0**

### Summer Session

- **Course Name** | **Course #** | **Credits**
- Java | CIS 171 | 3
- Composition I | ENG 105 | 3
- Regulatory Compliance | NET 731 | 3

Total: **9.0**

Diploma Total: **44.0**

Students must complete 44 credits and maintain a 2.0 grade point average to be awarded a diploma in information technology systems networking.

Year 2

**Associate of Applied Science Degree**

### Fall Semester

- **Course Name** | **Course #** | **Credits**
- Comprehensive Databases | BCA 167 | 3
- Web Infrastructure | CIS 230 | 3
- Statistics | MAT 156 | 3
- Network Virtualization | NET 500 | 3
- Fundamentals of Network Security | NET 612 | 3
- Computer Forensics and Investigations | NET 730 | 3

Total: **18.0**

### Spring Semester

- **Course Name** | **Course #** | **Credits**
- Advanced Data Base and SQL | CIS 339 | 3
- Web Design | GRA 151 | 3
- Configuring Advanced Windows Server | NET 175 | 3
- Introduction to Active Directory | NET 339 | 3
- Introduction to Psychology* | PSY 111 | 3

Total: **15.0**

### Summer Session

- **Course Name** | **Course #** | **Credits**
- Internship | BUS 932 | 4

Total: **4.0**

AAS Degree Total (including diploma): **81.0**

*Social sciences/humanities elective options include, but are not limited to:
- Personal Finance | ECN 115 | 3
- Western Civilization: Ancient to Early Modern | HIS 110 | 3
- Introduction to Literature | LIT 101 | 3
- Introduction to Sociology | SOC 110 | 3

Students must complete 81 credits and maintain a 2.0 grade point average to be awarded an Associate of Applied Science degree in information technology systems networking.

Important information about the educational debt, earnings, and completion rates of students who attended this program may be found at http://swcziowa.edu/ge-Information_Technology_Systems_Networking.
**Information Technology Systems Networking** (continued)

Awards: Diploma, Associate of Applied Science Degree, or Certificate

<table>
<thead>
<tr>
<th>Certificate</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td>✓ Course Name</td>
</tr>
<tr>
<td>Introduction to Powershell</td>
</tr>
<tr>
<td>Computer Hardware Basics</td>
</tr>
<tr>
<td>Operating Systems Software Basics</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
</tr>
</tbody>
</table>

| **Spring Semester**  |
| ✓ Course Name        | Course # | Credits |
| PC Operating Systems | CIS 650  | 3        |
| CISCO Networking     | NET 212  | 3        |
| **Total:**           |          | **6.0**  |
| **Certificate Total:** |          | **13.0** |

Students must complete 13 credits and maintain a 2.0 grade point average to be awarded a certificate in information technology systems networking.
Livestock Production

Award: Associate of Applied Science Degree

The livestock production program provides a blend of animal science courses and practical application, ensuring a well-rounded agricultural education. During the program, students obtain knowledge of current practices in the livestock industry, gaining confidence in being able to raise, produce, or market livestock. Students take courses in topics such as production, reproduction, nutrition, health, breeding, and genetics. Hands-on experiences, including involvement with the management and operation of a 215 acre farm and a cow-calf operation, take learning outside the classroom and allow students to practice what they are taught. Upon graduation, students are prepared for successful careers, whether they choose to pursue positions in the workplace or on the farm.

<table>
<thead>
<tr>
<th>Year 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td>Course Name</td>
<td>Course #</td>
</tr>
<tr>
<td>Introduction to Crop Science</td>
<td>AGA 181</td>
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<tr>
<td>Agriculture Lab I</td>
<td>AGC 908</td>
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<tr>
<td>Survey of the Animal Industry</td>
<td>AGS 112</td>
<td>4</td>
</tr>
<tr>
<td>Employment Communications</td>
<td>COM 724</td>
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<tr>
<td>Introduction to Computers</td>
<td>CSC 110</td>
<td>3</td>
</tr>
<tr>
<td>The College Experience</td>
<td>SDV 108</td>
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<td><strong>Total:</strong></td>
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<tr>
<td><strong>Spring Semester</strong></td>
<td>Course Name</td>
<td>Course #</td>
</tr>
<tr>
<td>Agriculture Lab I</td>
<td>AGC 908</td>
<td>1</td>
</tr>
<tr>
<td>Beef Cattle Science</td>
<td>AGS 226</td>
<td>3</td>
</tr>
<tr>
<td>Livestock Evaluation</td>
<td>AGS 305</td>
<td>3</td>
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<tr>
<td>Technical Math</td>
<td>MAT 743</td>
<td>3</td>
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<tr>
<td>Fundamentals of Oral Communication**</td>
<td>SPC 101</td>
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<tr>
<td>Agriculture Elective*</td>
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<td><strong>Total:</strong></td>
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<tr>
<td><strong>Summer Session</strong></td>
<td>Course Name</td>
<td>Course #</td>
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<tr>
<td>Internship</td>
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*Course Name | Course # | Credits |
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<tbody>
<tr>
<td>Introduction to Soil Science</td>
<td>AGA 182</td>
<td>3</td>
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<td>Issues in Sustainable Agriculture</td>
<td>AGA 450</td>
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<tr>
<td>Agricultural Selling</td>
<td>AGB 336</td>
<td>3</td>
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<tr>
<td>Leadership in Agriculture</td>
<td>AGC 315</td>
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<tr>
<td>Principles of Horticulture</td>
<td>AGH 221</td>
<td>3</td>
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<tr>
<td>Pesticide Application Certification</td>
<td>AGH 284</td>
<td>3</td>
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<td>Farm Equipment Management</td>
<td>AGM 154</td>
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<td>Agricultural Welding</td>
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<tr>
<td>Precision Farming Systems</td>
<td>AGP 333</td>
<td>3</td>
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<tr>
<td>Animal Health</td>
<td>AGS 242</td>
<td>3</td>
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<tr>
<td>Livestock Merchandising</td>
<td>AGS 280</td>
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**General education elective options include, but are not limited to:**
- Western Civilization: Ancient to Early Modern | HIS 110 | 3 |
- Western Civilization: Early Modern to Present | HIS 111 | 3 |
- Introduction to Literature | LIT 101 | 3 |
- Introduction to Psychology | PSY 111 | 3 |
- Introduction to Sociology | SOC 110 | 3 |

Students must complete 72 credits and maintain a 2.0 grade point average to be awarded an Associate of Applied Science degree in livestock production.

Students should check with their advisors for correct semester and section numbers. This outline 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 information technology courses. This unique combination of courses will prepare students to effectively manage people, technology and change within the organization. Possible areas of employment include help desk or technical services positions, corporate trainer, office manager, or information technology manager. Software certifications may be obtained upon completion of the program.

### Year 1

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Introduction to Accounting</td>
<td>ACC 111</td>
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<tr>
<td>Principles of Accounting I</td>
<td>ACC 131</td>
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<tr>
<td>Introduction to Business</td>
<td>BUS 102</td>
<td>3</td>
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<td>Introduction to Programming Logic</td>
<td>CIS 121</td>
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<td>Introduction to Computers</td>
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<td>Composition I</td>
<td>ENG 105</td>
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<td>Principles of Management</td>
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**Total:** 19.0

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<tbody>
<tr>
<td>Comprehensive Spreadsheets</td>
<td>BCA 152</td>
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<tr>
<td>Business Communications</td>
<td>BUS 121</td>
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<td>Introduction to Entrepreneurship</td>
<td>BUS 130</td>
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<tr>
<td>Visual Basics</td>
<td>CIS 604</td>
<td>3</td>
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<tr>
<td>PC Operating Systems</td>
<td>CIS 650</td>
<td>3</td>
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<tr>
<td>Fundamentals of Oral Communication</td>
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**Total:** 18.0

### Year 2

<table>
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<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Comprehensive Databases</td>
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<td>Human Relations</td>
<td>BUS 161</td>
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<tr>
<td>Business Law I</td>
<td>BUS 185</td>
<td>3</td>
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<td>Management Information Systems</td>
<td>CIS 755</td>
<td>3</td>
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<td>Digital Communications</td>
<td>CSC 135</td>
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**Total:** 18.0

<table>
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<th>Spring Semester</th>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Business Problem Solving</td>
<td>BUS 238</td>
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<td>Advanced Database and SQL</td>
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<td>Project Management</td>
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**Total:** 17.0

**AAS Degree Total:** 72.0

**General education elective options include, but are not limited to:**
- Introduction to Philosophy | PHI 101 | 3 |
- Introduction to Ethics | PHI 105 | 3 |
- Introduction to Psychology | PSY 111 | 3 |
- Introduction to Sociology | SOC 110 | 3 |

**Mathematics/sciences elective options include, but are not limited to:**
- Introductory Biology (w/lab) | BIO 105 | 4 |
- College Algebra or higher level math | MAT 120 | 3 |
- Physical Science (w/lab) | PHS 125 | 4 |

Students must complete 72 credits and maintain a 2.0 grade point average to be awarded an Associate of Applied Science degree in management information systems.

*Students should check with their advisors for correct semester and section numbers. This outline is for advising and schedule planning purposes only.*
Nursing Education–Licensed Practical Nursing and Registered Nursing

Awards: Diploma or Associate of Applied Science Degree

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

Note: High school or college classes in chemistry and biology are highly recommended.

### Year 1

#### Diploma (LPN)

**The following courses must be completed prior to entry in the LPN program**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Essentials of Human Anatomy and Physiology or Human Anatomy and Physiology I (w/lab)</td>
<td>BIO 162 or BIO 168 and BIO 173</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Total:** 6.0

#### Fall Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition I</td>
<td>ENG 105</td>
<td>3.0</td>
</tr>
<tr>
<td>Introduction to Professional Practical Nursing</td>
<td>PNN 140</td>
<td>2.0</td>
</tr>
<tr>
<td>Fundamentals of Nursing</td>
<td>PNN 172</td>
<td>7.0</td>
</tr>
<tr>
<td>Pharmacology</td>
<td>PNN 231</td>
<td>3.0</td>
</tr>
<tr>
<td>Introduction to Psychology</td>
<td>PSY 111</td>
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</table>

**Total:** 18.0

#### Spring Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health Nursing I</td>
<td>PNN 401</td>
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</tr>
<tr>
<td>Maternal Child Health I</td>
<td>PNN 434</td>
<td>3.0</td>
</tr>
<tr>
<td>Medical Surgical Nursing I</td>
<td>PNN 531</td>
<td>8.0</td>
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<tr>
<td>Developmental Psychology</td>
<td>PSY 121</td>
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</table>

**Total:** 15.0

**LPN Diploma Total:** 39.0

### Year 2

#### Associate of Applied Science Degree (RN)

**The following courses must be completed prior to entry in the RN program**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essentials of Human Anatomy and Physiology (w/lab) or Human Anatomy and Physiology I (w/lab)</td>
<td>BIO 163 or BIO 168 and BIO 173</td>
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</tr>
<tr>
<td>Microbiology (w/lab)</td>
<td>BIO 186</td>
<td>4.0</td>
</tr>
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</table>

**Total:** 8.0

#### Fall Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Pharmacology</td>
<td>ADN 231</td>
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</tr>
<tr>
<td>Mental Health Nursing II</td>
<td>ADN 476</td>
<td>5.0</td>
</tr>
<tr>
<td>Medical Surgical Nursing II</td>
<td>ADN 561</td>
<td>7.0</td>
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**Total:** 14.0

#### Spring Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maternal Child Health II</td>
<td>ADN 433</td>
<td>3.5</td>
</tr>
<tr>
<td>Medical Surgical Nursing III</td>
<td>ADN 563</td>
<td>9.5</td>
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**Total:** 13.0

#### Summer Session

<table>
<thead>
<tr>
<th>Course Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Pediatric Nursing</td>
<td>ADN 443</td>
<td>3.0</td>
</tr>
<tr>
<td>Trends and Issues</td>
<td>ADN 831</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Total:** 6.0

**AAS RN Degree Total (including LPN Diploma):** 80.0

Students must have their LPN license and complete an additional 41 credits (for a total of 80 credits) with a grade of "C" or above in all classes to be awarded the Associate of Applied Science degree in registered nursing.

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

Students should check with their advisors for correct semester and section numbers. This outline is for advising and schedule planning purposes only.
Nursing Education–Licensed Practical Nursing and Registered Nursing (continued)

Awards: Diploma or Associate of Applied Science Degree

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

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

» Complete an application for admission to the nursing program.
» Submit proof of official and final high school graduation, HSED, or equivalent and official transcripts from all colleges and universities attended.
» Successfully complete one of the following entrance requirements within three years. Note only three attempts permitted in an academic year with a wait time of one week between attempts.
  1. ACT with minimum composite score of 20 OR
  2. ACCUPLACER Classic with a minimum score of 80 Reading, 86 Writing, 85 Arithmetic/43 Elementary Algebra OR
  3. ACCUPLACER Next Gen with a minimum score of 250 Reading, 255 Writing, 255 Arithmetic/225 Quantitative Reasoning, Algebra & Statistics (QAS)/220 Advanced Algebra and Functions (AAF)/MAT 120 College Algebra, MAT 121 College Algebra (online), or MAT 127 College Algebra & Trigonometry with a B or above
» RN students must complete required ATI PN Comprehensive Predictor test with a minimum score of 66%. Note only three attempts permitted in an academic year with a wait time of one week between attempts.
» Entry requirement courses. Must be completed with a “C” grade or higher in each of the following courses.

PN Required Courses
» BIO 162 Essentials of Anatomy and Physiology OR BIO 168 Human Anatomy and Physiology I (w/lab) and BIO 173 Human Anatomy and Physiology II (w/lab)
» BIO 151 Nutrition

RN Required Courses
» BIO 186 Microbiology (w/lab)
» BIO 163 Essentials of Anatomy and Physiology (w/lab) OR BIO 168 Human Anatomy and Physiology I (w/lab) and BIO 173 Human Anatomy and Physiology II (w/lab)
» PN pre-requisite/co-requisite courses: ENG 105 Composition I, PSY 111 Introduction to Psychology, PSY 121 Developmental Psychology, BIO 151 Nutrition, and BIO 162 Essentials of Anatomy and Physiology
» Must have a minimum cumulative GPA of 2.0 in required program support courses.
» Attend nursing orientation information session.
» Last date of acceptance is August 10 of the academic year.

Because SWCC has a limited number of seats available, applications are ranked. Points are assigned using the criteria listed below.

LPN criteria (LPN is offered at Creston campus only.) Application points are awarded based on:
1. Entrance requirement scores.
2. Any co-requisite (arts and sciences) courses within the LPN program completed with a “C” grade or higher.
3. Highest current college degree (if any) awarded.

RN criteria (RN is offered at Creston campus and at the Red Oak Center if enrollment meets college requirements). Application points are awarded based on:
1. Entrance requirement scores.
2. ATI PN Comprehensive Predictor test.
3. Highest college degree (if any) awarded.
4. Current SWCC LPN student or SWCC LPN alumni.

Additional Requirements:
The following requirements must be completed by September 1 through CastleBranch. Each student will be provided directions at the required nursing orientation.
» Background check
» Child and Adult Abuse Registry Checks
» American Heart Association Basic Life Support (BLS) CPR
» Physical Examination
» Proof of immunizations and annual TB test
» Complete eLearning Tracker modules (HIPAA/OSHA training)
» Dependent Adult and Child Abuse
» Seasonal Flu shot (due October 1)

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

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Nursing Education–Licensed Practical Nursing and Registered Nursing (continued)

Awards: Diploma or Associate of Applied Science Degree

RN students must hold a current practical nursing license.

Additional clinical site requirements will be enforced by the college. These requirements may include drug screening, health issues, or unacceptable behavior. Students will not be granted admission or may be removed at any time.

Re-entry requirements:

A student will be considered for enrollment into each level of nursing education a maximum of two times. To be considered for re-entry into nursing education, a student must meet current admission guidelines and additional re-entry requirements described in the current nursing student handbook. Re-entry guidelines from the nursing student handbook are available upon request from the nursing chair and/or the nursing secretary.

NOTE: To be considered for January re-entry in Southwestern's LPN program, the student must be a returning SWCC LPN student.

Graduation Requirements:

To earn a Licensed Practical Nursing Diploma or an Associate of Applied Science Degree in Nursing, a student must complete all coursework as prescribed, meet the progression requirements and have a grade of a C or above in all nursing courses and prerequisite/co-requisite courses in the curriculum. In order to progress to the next semester, these courses must be successfully completed in the semester identified or in a previous semester.
# Office Skills

**Award: Diploma**

The office skills diploma is designed for students requesting entry-level technology skills. Graduates are qualified for jobs utilizing data entry and basic receptionist skills. Southwestern offers an Associate of Applied Science degree in administrative office technology as well.

## Year 1

### Fall Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College Experience</td>
<td>SDV 108</td>
<td>1</td>
</tr>
<tr>
<td>Elements of Writing</td>
<td>ENG 101</td>
<td>3</td>
</tr>
<tr>
<td>Human Relations</td>
<td>BUS 161</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Computers</td>
<td>CSC 110</td>
<td>3</td>
</tr>
<tr>
<td>Keyboarding</td>
<td>ADM 112</td>
<td>3</td>
</tr>
<tr>
<td>Keyboarding II</td>
<td>ADM 116</td>
<td>3</td>
</tr>
<tr>
<td>Office Procedures</td>
<td>ADM 162</td>
<td>3</td>
</tr>
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</table>

**Total: 19.0**

### Spring Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Communications</td>
<td>BUS 121</td>
<td>3</td>
</tr>
<tr>
<td>Business Math and Calculators</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>Comprehensive Spreadsheets</td>
<td>BCA 152</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Oral Communication</td>
<td>SPC 101</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Accounting</td>
<td>ACC 111</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total: 17.0**

**Diploma Total: 36.0**

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

Students who desire to continue their education in this field should look into the Associate of Applied Science degree in administrative office technology offered at SWCC.

Important information about the educational debt, earnings, and completion rates of students who attended this program may be found at [http://swcciowa.edu/ge-Office_Skills](http://swcciowa.edu/ge-Office_Skills).
Professional Music

Award: Associate of Applied Arts Degree

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

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Voice, Guitar, String Bass, Brass, Woodwinds, or Percussion</td>
<td>MUA 101, 124, 128, 143, 170, or 180</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Applied Piano</td>
<td>MUA 120</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Jazz Keyboard I</td>
<td>MUA 136</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Music Theory I</td>
<td>MUS 120</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Aural Skills I</td>
<td>MUS 130</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Arranging I</td>
<td>MUS 180</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Final Project I</td>
<td>MUS 197</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Psychology of Success</td>
<td>MUS 198</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>The College Experience</td>
<td>SDV 108</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Music Elective*</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>General Education Elective**</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>18.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Student must complete a minimum of two credits from the list below during year one and year two.**

- Applied Jazz Voice | MUA 116 | 1
- Applied Jazz Voice II | MUA 117 | 1
- Applied Jazz Piano | MUA 138 | 1
- Solo Jazz Performance and Literature I | MUA 139 | 1
- Applied Jazz Piano II | MUA 238 | 1
- Solo Jazz Performance and Literature II | MUA 239 | 1
- Concert Choir | MUS 140 | 1
- Concert Choir II | MUS 141 | 1
- Vocal Jazz Ensemble (must take concert choir in same semester) | MUS 157 | 1
- Instrumental Jazz Ensemble | MUS 163 | 1
- Instrumental Jazz Ensemble II | MUS 182 | 1
- Jazz Improvisation | MUS 190 | 1
- Jazz Improvisation II | MUS 192 | 1
- Vocal Jazz Ensemble II (must take concert choir II in same semester) | MUS 227 | 1
- Introduction to Studio Engineering Technology | MUS 303 | 2
- Advanced Studio Engineering Technology | MUS 304 | 2

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Voice, Guitar, String Bass, Brass, Woodwinds, or Percussion</td>
<td>MUA 101, 124, 128, 143, 170, or 180</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Applied Piano</td>
<td>MUA 120</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Jazz Keyboard II</td>
<td>MUA 137</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Music Theory II</td>
<td>MUS 121</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Aural Skills II</td>
<td>MUS 131</td>
<td>2</td>
<td></td>
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<tr>
<td>Arranging II</td>
<td>MUS 181</td>
<td>2</td>
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</tr>
<tr>
<td>Freshman Recital</td>
<td>MUS 195</td>
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<tr>
<td>General Education Elective**</td>
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<tr>
<td>General Education Elective**</td>
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<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>18.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

**The 15 credits of general education electives shall include at least three credits from each of the following areas:**

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

Students should check with their advisors for correct semester and section numbers. This outline is for advising and schedule planning purposes only.
### Year 2

#### Fall Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Voice II, Brass II, Woodwinds II, Percussion II, String Bass II, or Guitar II</td>
<td>MUA 102, 144, 171, 181, 228, or 298</td>
<td>3</td>
</tr>
<tr>
<td>Applied Piano II</td>
<td>MUA 220</td>
<td>1</td>
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<tr>
<td>Jazz Keyboard III</td>
<td>MUA 236</td>
<td>2</td>
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<tr>
<td>Music Theory</td>
<td>MUS 220</td>
<td>3</td>
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<tr>
<td>Recording Studio Performance</td>
<td>MUS 262</td>
<td>2</td>
</tr>
<tr>
<td>Arranging III</td>
<td>MUS 280</td>
<td>2</td>
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<tr>
<td>Final Project II</td>
<td>MUS 296</td>
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<tr>
<td>Music Elective*</td>
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<td>1</td>
</tr>
<tr>
<td>General Education Elective**</td>
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</tr>
<tr>
<td><strong>Total:</strong></td>
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</table>

*See list on previous page.

#### Spring Semester

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Voice II, Brass II, Woodwinds II, Percussion II, String Bass II, or Guitar II</td>
<td>MUA 102, 144, 171, 181, 228, or 298</td>
<td>1</td>
</tr>
<tr>
<td>Applied Piano II</td>
<td>MUA 220</td>
<td>1</td>
</tr>
<tr>
<td>Jazz Keyboard IV</td>
<td>MUA 237</td>
<td>2</td>
</tr>
<tr>
<td>Music Theory IV</td>
<td>MUS 221</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Studio Engineering and Production</td>
<td>MUS 260</td>
<td>2</td>
</tr>
<tr>
<td>Arranging IV</td>
<td>MUS 281</td>
<td>2</td>
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<tr>
<td>Fundamentals of Conducting</td>
<td>MUS 290</td>
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</tr>
<tr>
<td>Sophomore Recital</td>
<td>MUS 295</td>
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<tr>
<td>General Education Elective**</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>17.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

**See list on previous page.

AAA Degree Total: **69.0**

Students must complete 69 credits and maintain a 2.0 grade point average to be awarded an Associate of Applied Arts degree in professional music.
Welding Technology

Award: Diploma, Associate of Applied Science Degree, or Certificate

Welding holds the world together. From agriculture to construction and manufacturing to aerospace, welding is involved. A welding career is ideal for students who have good hand and eye coordination, enjoy working with their hands, and take satisfaction in a job well done.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>✓ Course Name</td>
<td>Course #</td>
</tr>
<tr>
<td>General Industry Safety</td>
<td>IND 114</td>
</tr>
<tr>
<td>Technical Math</td>
<td>MAT 743</td>
</tr>
<tr>
<td>Welding Blueprint Reading</td>
<td>WEL 111</td>
</tr>
<tr>
<td>Introduction to Fabrication</td>
<td>WEL 114</td>
</tr>
<tr>
<td>Introduction to Oxyacetylene Welding, Cutting and Brazing</td>
<td>WEL 139</td>
</tr>
<tr>
<td>Introduction to Shielded Metal Arc Welding (SMAW)</td>
<td>WEL 162</td>
</tr>
<tr>
<td>The College Experience</td>
<td>SDV 108</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>16.0</strong></td>
</tr>
</tbody>
</table>

| **Spring Semester** | |
| ✓ Course Name | Course # | Credits |
| Employment Communications | COM 724 | 3 |
| Computer Literacy | CSC 107 | 3 |
| Advanced Shielded Metal Arc Welding (SMAW) | WEL 224 | 3 |
| Introduction to Gas Metal Arc Welding | WEL 225 | 3 |
| Advanced Gas Metal Arc Welding (GMAW) | WEL 227 | 3 |
| Introduction to Gas Tungsten Arc Welding | WEL 229 | 3 |
| **Total:** | **18.0** |

| **Summer Session** | |
| ✓ Course Name | Course # | Credits |
| Internship | WEL 932 | 4 |
| **Total:** | **4.0** |
| **Diploma Total:** | **38.0** |

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Associate of Applied Science Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>✓ Course Name</td>
<td>Course #</td>
</tr>
<tr>
<td>Personal Finance</td>
<td>ECN 115</td>
</tr>
<tr>
<td>Flux Core Arc Welding</td>
<td>WEL 226</td>
</tr>
<tr>
<td>Advanced Gas Tungsten Arc Welding</td>
<td>WEL 231</td>
</tr>
<tr>
<td>Advanced Welding Blueprint Reading and Design</td>
<td>WEL 278</td>
</tr>
<tr>
<td>General Education Elective*</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>15.0</strong></td>
</tr>
</tbody>
</table>

| **Spring Semester** | |
| ✓ Course Name | Course # | Credits |
| CNC Plasma Operations | MFG 336 | 3 |
| Physical Science (w/lab) | PHS 125 | 4 |
| Repair Welding and Advanced Fabrication | WEL 264 | 4 |
| Welding Capstone | WEL 800 | 4 |
| **Total:** | **15.0** |
| **AAS Degree Total (including diploma):** | **68.0** |

*General education elective options include, but are not limited to:
- Composition I | ENG 105 | 3
- Western Civilization: Early Modern to Present | HIS 111 | 3
- College Algebra | MAT 120 | 3

Students must complete 68 credits and maintain a 2.0 grade point average to be awarded an Associate of Applied Science degree in welding technology.

Students must complete 38 credits and maintain a 2.0 grade point average to be awarded a diploma in welding technology.

Important information about the educational debt, earnings, and completion rates of students who attended this program may be found at http://swcciowa.edu/ge-Welding_Technology.
Welding Technology (continued)

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>General Industry Safety</td>
<td>IND 114</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Welding Blueprint Reading</td>
<td>WEL 111</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Introduction to Fabrication</td>
<td>WEL 114</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Introduction to Oxyacetylene Welding, Cutting and Brazing</td>
<td>WEL 139</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Introduction to Shielded Metal Arc Welding (SMAW)</td>
<td>WEL 162</td>
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Certificate Total: 12.0

Students must complete 12 credits and maintain a 2.0 grade point average to be awarded a certificate in welding technology.
Course Descriptions

Sample Entry
Prefix Description Key
Course Descriptions
  Accounting
  Administrative Assistant
  Associate Degree Nursing
  Agriculture-Agronomy
  Agriculture-Farm Management
  Agriculture-Comprehensive
  Agriculture-Horticulture
  Agriculture-Mechanics
  Agriculture-Precision Ag
  Agriculture-Animal Science
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  Business Computer Application
  Biology
  Business
  Computer Aided Drafting
  Chemistry
  Cancer Information Management
  Computer Programming
  Cultural Studies
  Communication
  Construction
  Criminal Justice
  Collision Repair & Refinish
  Computer Science
  Dental Assistant
  Film and Theatre
  Disability Services
  Early Childhood Education
  Economics
  Education
  Electrical Technology
  Electronics
  English Composition
  Environmental Science
  Non-Intensive English as a Second Language (ESL)
  Exercise Science
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  Foreign Language-German
  Foreign Language-Spanish
  Geography
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  Graphic Communications
  History
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  Health Sciences
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  Industrial Technology
  Literature
  Medical Assistant
  Mathematics
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  Marketing
  Music-Applied
  Music-General
  Computer Networking
  Physical Education Activities
  Coaching/Officiating
  Physical Education and Health-General
  Intercollegiate Physical Education
  Philosophy
  Physical Science
  Physics
  Practical Nursing
  Political Science
  Psychology
  Reading
  Religion
  Student Development
  Sociology
  Speech
  Welding

SWCC
Sample Entry:

ABC 123*  Intro to Course Descriptions
This course will aid the student in deciphering the Southwestern course numbering system. Special topics include prefixes, course numbers, and the ratio between lecture, lab, and internship within the description system. (543:321) (1, 2, 16, 8)

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

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000-099 developmental courses
100-899 courses intended to meet specific requirements for certificates, diplomas, and degrees in career, technical, and transfer programs.
900-999 generic focus courses, such as special topics, on-the-job training (OJT), and internships.

- *denotes course may be repeated for credit
- denotes course offered through Iowa Community College Online Consortium
- course title
- discipline prefix of program or subject (see key below)
- course credits
- The following course descriptions appear in alphabetical order by their three-letter prefixes.
- Number of contact hours per week in a 16-week semester
  1 = # of lecture hours
  2 = # of lab hours
  16 = # of clinical hours (will appear only if applicable)
  8 = # of internship hours (will appear only if applicable)

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Course Descriptions

Accounting

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

ACC 121  
Principles of Accounting I  
An introduction to accounting terminology and concepts, and accepted accounting practices of analyzing, recording, summarizing, presenting, and interpreting business financial transactions of sole proprietorships and partnerships. Significant emphasis is placed upon practice and application. (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 ACC 131 Principles of Accounting I 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 142  
Financial Accounting  
An introduction to the use of accounting in the decision making process. Course competencies will be developed in the areas of identifying the role of accounting in society, basic accounting and business terminology, concepts behind financial information, accepted accounting practices, analysis and interpretation of financial statements of sole proprietorships and corporations. (3, 0)

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

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

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

ACC 231  
Intermediate Accounting I  
Intermediate Accounting I is a review of accounting principles and reporting processes including an in-depth study of cash, receivables, inventories, long-term assets, and investments. (4, 0)

ACC 232  
Intermediate Accounting II  
Prerequisite: ACC 231 Intermediate Accounting I. Continuation of ACC 231, including in-depth analysis of generally accepted accounting principles pertaining to liabilities, equities, revenues, and expenses. (4, 0)

ACC 261  
Income Tax Accounting  
Prerequisite: ACC 131 Principles of Accounting I. Covers federal income taxes as they apply to the individual, partnerships, and business. Major emphasis is placed on the individual return including supporting schedules and statements. Considerable effort is expended in actual form completion and understanding of IRS requirements. (4, 0)

ACC 311  
Computer Accounting  
Prerequisite: ACC 131 Principles of Accounting I or ACC 111 Introduction to Accounting or equivalent. An introduction to computer applications of accounting procedures. Includes analysis and design of company files utilizing QuickBooks and other software packages. Special emphasis on payroll, including setup, processing, and reporting. (300:210)(3, 0)

ACC 332  
Computer Accounting - QuickBooks  
In this course, students will apply accounting concepts to keep financial records for small service and merchandising companies using the accounting software QuickBooks. Topics will include setting up a company, creating a chart of accounts, recording customer and vendor transactions, processing payroll, printing financial reports, recording adjusting entries, and closing the accounting cycle. (2, 0)

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

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

Administrative Assistant

ADM 105  
Introduction to Keyboarding  
This is a beginner course for students with little or no previous keyboarding instruction. Students will develop mastery of the
keyboard by touch control utilizing proper keyboarding techniques. (180:105) (1, 0)

ADM 112  
**Keyboarding**

Students will develop mastery of the keyboard by touch control utilizing proper keyboarding techniques. Students will also be introduced to the concepts and basic operations of document processing. (180:210) (3, 0)

ADM 116  
**Keyboarding II**

Prerequisite: ADM 112 Keyboarding or equivalent. This course emphasizes techniques, speed, and accuracy. Student activities include formatting business communications, tables, and reports utilizing features found in popular office software. (180:211) (3, 0)

ADM 162  
**Office Procedures**

This course emphasizes the responsibilities and opportunities of the office professional. Skills presented range from using Internet and email, integrated software packages, human relations to teamwork and critical thinking skills. Additional skills focus on the virtual office, human relations, and administrative support function of the office professional. There are no prerequisites, however, concurrent enrollment in CSC 110 Introduction to Computers and ADM 112 Keyboarding/ADM 116 Keyboarding II (or equivalent) is strongly recommended. (180:120) (3, 0)

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**Associate Degree Nursing**

ADN 231  
**Advanced Pharmacology**

This course is a continuation of PNN 231: Pharmacology and builds upon the student’s previous knowledge and experience with basic pharmacology. The course will focus on the role of the RN working with all types of medication including the administration of IV therapy. Patient education will also be emphasized. (2, 0, 0)

ADN 443  
**Pediatric Nursing**

A continuation of ADN 433 Maternal Child Health II. This course will focus on the family unit, growth and development, immunizations, pediatric diseases, and end of life care. Nurse to pediatric client communication skills will be discussed. (1.75, 0, 1.25)

ADN 476  
**Mental Health Nursing II**

Provides an in-depth study of mental health nursing, including mental health needs, mental illness and addictive disorders. An educational approach will be utilized to develop mental health nursing to be therapeutic, personalized, comprehensive, rehabilitative, and preventative. Psychotropic drugs and their effects upon the behavioral and physical systems will be studied. Communication and principles of group process are emphasized. (4.5, 0, 0.5)

ADN 561  
**Medical Surgical Nursing II**

The course will build on previously delivered material from PNN 531: Medical Surgical Nursing I. Discussion will focus on new, intermediate, to complex nursing concepts. This course will include the concepts of professionalism, safe practice, communication, culture, health promotion, and nursing process. Application of independent and collaborative nursing care will be discussed and demonstrated in clinical settings and in SIM scenarios. (5, 0.5, 1.5)

ADN 563  
**Medical Surgical Nursing III**

A continuation of ADN 561: Medical Surgical Nursing II. This course provides the student the opportunity for expanding their role within assigned clinical settings and SIM. The student will continue to expand their role as an integral part of the nursing team as they provide nursing care using the nursing process with increasing independence. (6, 0, 3.5)

ADN 831  
**Trends and Issues**

The course will explore the historical perspective of nursing, current issues in nursing and the health care delivery system. An understanding of legal aspects and responsibility for continued growth and professionalism will help prepare the student for transition from student to registered nurse. Problem solving related to nursing practice will be discussed and role played. Job interviewing skills will also be discussed and role modeled. (3, 0, 0)

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**Agriculture-Agronomy**

AGA 114  
**Principles of Agronomy**

A foundation course in agronomy applying crop, soil, and environmental sciences in understanding agricultural systems in the world. Includes introductory concepts of plant, soil, tillage, pest, environmental, and sustainable aspects of crop production. The laboratory portion of the course will consist of hands-on learning experiences via the college farm, field trips, or the utilization of interactive computer-based programs. (3, 0)

AGA 158  
**Soil Fertility**

This course explains the phenomena involved in making and keeping a soil in its most economical, productive state. Students learn why soils must be managed differently due to differences in origin and make-up. (3, 0)

AGA 181  
**Introduction to Crop Science**

Provides a foundation course in agronomy. Applies crop, soil, and environmental sciences in understanding agricultural systems in the world. Introduces concepts of plant, soil, tillage, pest, environmental, and sustainable aspects of crop production. Includes hands-on learning experiences. (3, 0)

AGA 182  
**Introduction to Soil Science**

Introduces physical, chemical, and biological properties of soils, their formation, classification, and distribution. Uses soil survey and other information sources in balancing agronomic, economic, and environmental concerns in soil management. (3, 0)

AGA 212  
**Grain and Forage Crops**

Prerequisite: AGA 181 Introduction to Crop Science. 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. (4, 0)

AGA 450  
**Issues in Sustainable Agriculture**

The transformation from subsistence to industrialized agriculture is examined to determine the agroecological consequences. The college farm is used to determine current practices and possible improvements in sustainability. Field
Agriculture-Farm Management

AGB 210  
Agricultural Law  
2

This course is designed to make the student aware of the legalities of the farm business in regard to estate planning, leasing, contracts, and legal liability. (2, 0)

AGB 235  
Introduction to Agriculture Markets  
3

Prerequisite: MAT 743 Technical Math or MAT 120 College Algebra. The course presents basic concepts and economics principles related to markets for agricultural inputs and products. Reviews current marketing problems faced by farms and agribusinesses, farm and retail price behavior, structure of markets, food marketing channels, food quality and food safety, and the role of agriculture in the general economy. Analyzes the implications of consumer preferences at the farm level. Introduces hedging, futures and other risk management tools. (850:140)(3, 0)

AGB 326  
Farm Records, Accounts and Analysis  
3

Prerequisite: MAT 743 Technical Math or MAT 120 College Algebra. This course will cover the fundamentals essential in keeping agricultural business records. The use of financial statements, including the income statement, balance sheet and statement of cash flows, to make business decisions will be addressed. Asset valuation, current tax topics and market based financial statements will also be discussed. (3, 0)

AGB 330  
Farm Business Management  
3

Prerequisite: MAT 743 Technical Math or MAT 120 College Algebra. Applies business and economic principles of decision making and problem solving in the management of a farm business. Covers cash flow, partial, enterprise, and whole farm budgeting. Reviews information systems for farm accounting, analysis, and control. Examines obtaining and managing land, capital, and labor resources. Provides alternatives for farm business organization and risk management. (850:130)(3, 0)

AGB 336  
Agricultural Selling  
3

Prerequisite or co-requisite: MAT 743 Technical Math or MAT 120 College Algebra. Teaches principles of selling with application to agricultural and food related businesses. Reviews attitudes, value systems, and behavioral patterns that relate to agricultural sales. Examines marketing, selling strategies, preparing for sales calls, making sales presentations, handling objections, and closing sales. Analyzes the buying or purchasing process. Evaluates the agri-selling profession. (850:170)(3, 0)

AGB 437  
Commodity Marketing  
3

This course examines basis, fundamental and technical price analysis, commodity futures, futures options, alternative cash contracts, sources and uses of marketing information, and relevant agricultural marketing strategies. (3, 0)

AGB 466  
Agricultural Finance  
3

This course is a study of the terminology and tools of agricultural finance. It emphasizes the preparation of financial statements, cash flows, budgets and bookkeeping principles. It also discusses financial risk strategies and credit costs. (3, 0)

AGB 470  
Farm Records, Accounts, Analysis  
3

This course is a study of the use of the principles of farm management in developing a farm or farm business operation. (3, 0)

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 932  
Internship  
4

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, 0, 16)

Agriculture-Comprehensive

AGC 216  
Career Seminar  
2

This course is designed to help students explore and discover the many opportunities that are available in the profession of agriculture and related industries both nationally and internationally. (2, 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 420  
Issues in Agriculture  
3

This course provides students the opportunity to collect, discuss, interpret, and defend current economic, environmental and social issues that affect the production of agricultural commodities. (3, 0)

AGC 908*  
Agriculture Lab I  
1

In this lab, students will have designated times to assist with maintenance of the ag site, facilities, and field and cattle operations. Students will also contribute to the daily management decisions of the farm and have an opportunity to learn from guest speakers and field trips. Labs will focus on participation, work ethic, workplace skills, and teamwork skills. (0, 2)
AGC 909*  
**Agriculture Lab II**  
In this lab, students will have designated times to assist with maintenance of the ag site, facilities, and field and cattle operations. Students will also contribute to the daily management decisions of the farm and have an opportunity to learn from guest speakers and field trips. Labs will focus on participation, work ethic, workplace skills, and teamwork skills. (0, 2)

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

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

*Courses are repeatable once.

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**Agriculture: Horticulture**

AGH 131  
**Greenhouse Management**  
Manages greenhouse air, water, soil, and light for most efficient use of resources. Pest management, plant rotation and scheduling for flower sales are included. (3, 0)

AGH 221  
**Principles of Horticulture**  
Provides an introduction to horticulture covering the basic knowledge and skills associated with growth and development of plants, including fruits, vegetables, turf grass, and ornamentals. (3, 0)

AGH 284  
**Pesticide Application Certification**  
This course covers the identification and biology of common insect, disease and weed pests. It reviews materials and testing procedures required to become a certified commercial pesticide applicator. (3, 0)

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

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

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**Agriculture: Precision Ag**

AGP 329  
**Introduction to GPS**  
An introduction to the use of GPS and VRT as it impacts agricultural producers. Students will use field mapping software and GPS systems as part of the class. (3, 0)

AGP 333  
**Precision Farming Systems**  
Prerequisite: AGA 181 Introduction to Crop Science. Provides an overview of precision farming concepts and the tools of precision farming (GPS, GIS and VRT). Introduces the use of each of these tools within the processes of a precision farming system. Provides hands-on activities in the use of these tools. Discusses economic and environmental benefits. (3, 0)

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

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**Agriculture: Mechanics**

AGM 154  
**Farm Equipment Management**  
This course is constructed to teach students how to maintain farm equipment. The course will include preventative maintenance and trouble-shooting. Equipment includes the baler, tractor, planter, combine, and mower, among other equipment. (0, 2)

AGM 155  
**Farm Equipment Management**  
This course deals with fitting farm equipment to the farming unit and the repair of farm equipment. (2, 0)

AGM 202  
**Agricultural Welding**  
This course is designed for agricultural business, crop production, or livestock production students to gain basic principles of welding skills for the repair and modification of equipment and machinery. Students will study and practice basic welding principles involving shielded metal arc welding, oxyacetylene welding and tungsten inert gas or gas metal arc welding in the flat, horizontal, and vertical positions. (2, 2)

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

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

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**Agriculture: Animal Science**

AGS 112  
**Survey of the Animal Industry**  
Introduces students to the various species and breeds of domestic animals and to create an understanding of the principles of food animal production, product marketing, and issues confronting the animal industry. (4, 0)

AGS 113  
**Survey of the Animal Industry**  
This course introduces the student to a broad spectrum of animal science topics. Beef, swine, sheep, dairy, horse, and poultry production are presented. Some exotic and nontraditional livestock are also discussed. (3, 0)
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<tr>
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<th>Title</th>
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<tr>
<td>AGS 216</td>
<td>Equine Science</td>
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<td>AGS 225</td>
<td>Swine Science</td>
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<td>AGS 226</td>
<td>Beef Cattle Science</td>
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<td>AGS 242</td>
<td>Animal Health</td>
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<td>AGS 280</td>
<td>Livestock Merchandising</td>
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<td>AGS 305</td>
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<td>AGS 319</td>
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<td>AGS 345</td>
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<td>AGS 355</td>
<td>Animal Breeding and Genetics</td>
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<td>ART 101</td>
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<td>ART 120</td>
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<tr>
<td>ART 123</td>
<td>3-D Design</td>
</tr>
</tbody>
</table>

### Animal Reproduction
A combined lecture and lab course, this course is presented with the agriculture student in mind. The first unit, physiology, addresses cellular digestion, reproduction, genetics, and ecology. The second unit, applications, teaches the practical application of animal science. The third unit instructs students in the interpretation of performance data for judging and evaluating livestock. (3, 0)

### Feeds and Feeding Lab
Prerequisite: AGS 112 Survey of the Animal Industry. This course is designed to introduce students to the concepts, principles, vocabulary, and skills needed to feed livestock effectively and characteristics of feedstuffs used in livestock enterprises. (0, 2)

### Animal Breeding and Genetics
Prerequisites: AGS 112 Survey of the Animal Industry and concurrent enrollment in AGS 225 Swine Science or AGS 226 Beef Cattle Science. This course will focus on applied genetic principles of improving farm animals including crossbreeding, inbreeding, and other mating plans. (3, 0)

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

### Special Topics
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students. (850:210) (3, 0)

### Animal Nutrition
Prerequisites: AGS 112 Survey of the Animal Industry and AGS 225 Swine Science or AGS 226 Beef Cattle Science. Examines the nutritional principles, digestive systems, composition, and nutritional characteristics of common feedstuffs, ration formulation, and recommended animal feeding programs. (3, 0)

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

### Contemporary Art and Issues
Contemporary Art and Issues is a history of visual arts course from 1940 to the present. Lives, careers, achievements, and controversies of artists and the art world will be investigated. Special attention will be given to women in the arts and multiculturalism in the arts. Discussion of current and possible future trends will also be covered. (720:169) (3, 0)

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

### 2-D Design
This foundation studio course addresses visual dynamics on the two-dimensional picture plane. Through the design process students explore visual elements and principles of organization. Projects cover technical skills, idea generation and development, and presentation. (720:170) (3, 0)

### 3-D Design
Prerequisite: ART 120 2-D Design. This course introduces the fundamentals of three-dimensional (3-D) design with an emphasis on spatial awareness, problem solving, and the development of ideas related to traditional
and non-traditional approaches to making art. Readings, discussions, and group critiques complement the studio work. (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  
This course is an introduction to motion graphics and 2-D animation. Course content includes emphasis on story development, importing source files like photographs, illustrations, and video clips; keyframing, animating, and effects; compression and outputting for video and Web are also discussed. (720:176) (3, 0)

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. (720:130) (3, 0)

ART 134  
Drawing II  
3  
Prerequisite: ART 133 Drawing. Drawing II is an exploration of drawing using a wider variety of media, with emphasis on creative personal expression. Topics include the development of expressive composition, content and technique, drawing from both observation and imagination. (720:131) (3, 0)

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. (720:140) (3, 0)

ART 144  
Painting II  
3  
Prerequisite: ART 143 Painting. Painting II is a studio course further exploring the techniques of painting as well as the various subject matter, media, and materials. (720:141) (3, 0)

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. (720:142) (3, 0)

ART 157  
Printmaking  
3  
Printmaking is a studio-oriented course introducing students to printmaking media, techniques such as intaglio and relief, and composition. Basic knowledge, production procedures, drawing skills, and experimentation will be included. (720:150) (3, 0)

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. (720:165) (3, 0)

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. (720:160) (3, 0)

ART 174  
Ceramics II  
3  
Prerequisite: ART 173 Ceramics. This course develops the methods of clay forming as a means of expression. Topics may include hand building, glazing, design and the functional and aesthetic aspects of ceramics. Upon completion, students should demonstrate improved craftsmanship and aesthetic quality in the production of pottery. (720:161) (3, 0)

ART 186  
Digital Photography  
3  
Digital Photography provides students the basic tools and techniques of photography as a digital medium. Students will learn the operation and function of digital cameras and how to use them technically and creatively. Projects will be completed relating photography as an art form and aesthetic medium. (3, 0)

ART 198  
Art Explorations I  
1  
This course will take the fear out of art. Students will explore mediums such as painting, drawing, printmaking, and collage. Students will leave with a better understanding of the medium that suits them best. (1, 0)

ART 199  
Art Explorations II  
3  
This course will take the fear out of art. Students will explore mediums such as ceramics, two-dimensional design, three-dimensional design, and watercolor. Students will leave with a better understanding of the medium that suits them best. (1, 0)

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

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

ART 207  
Survey of Art  
3  
A topical survey of outstanding works from major periods of Western art with emphasis placed on the purposes of art and the roles of artists. (3, 0)

ART 230  
Principles of Art Education  
3  
The examination of theories, concepts, and principles of art education within the context of the history of art education. The impact of philosophies of art, art education, and general education, relevant psychological and sociological research, current issues and trends in the field, and the nature of art are investigated as they apply to art education. (3, 0)

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. (720:299)

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

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

AUT 140 Welding for Automotive Mechanics
This sheet metal welding course is designed to give the student the necessary theory and hands-on training to perform competent quality cutting and welding repairs to automotive equipment in the auto industry. The knowledge gained from lectures as well as lab experience from operating oxyacetylene cutting and welding torches, plasma cutters, and gas metal arc welders (commonly called MIG welding) will help them in making the correct repair to a customer’s vehicle following manufacturer’s procedures. This course will use I-CAR training procedures to meet NATEF standards for required training. Safety is stressed throughout the course. (120:112) (1, 2)

AUT 163 Automotive Engine Repair
Prerequisite: AUT 104 Introduction to Automotive Technology. This course will provide instruction in the theory and operation of the four stroke automotive engine. Students will gain hands-on experience in a lab setting learning how to service and repair cylinder heads. (120:122) (2, 2)

AUT 173 Advanced Automotive Engine Repair
Prerequisite: AUT 163 Automotive Engine Repair. This course is designed to provide the student with instruction in the proper diagnosis and repair of engine malfunctions. Students will learn diagnostic procedures using modern, high tech equipment and will follow through with the actual adjustments and repairs of defective components and assemblies in a supervised lab setting. (120:210) (1, 4)

AUT 190 Hybrid Fundamentals
Prerequisites: AUT 503 Automotive Brake Systems and AUT 652 Advanced Automotive Electricity. This course introduces the fundamentals of hybrid electric vehicles. It will familiarize students with general hybrid history, benefits, safety precautions, and the description of hybrid components. This course will also study the use of, manufacturing of, and benefits of using alternative fuels. (1, 2)

AUT 242 Basic Automotive Powertrain
Prerequisite: AUT 104 Introduction to Automotive Technology. 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, transmissions, differentials, transfer cases, transaxles, and drive axles will be presented. General diagnosis procedures and basic repair operations will be a part of the lab experience. (120:216) (4, 4)

AUT 243 Advanced Automotive Powertrain
Prerequisite: AUT 242 Basic Automotive Powertrain. This course will cover the principles, components and operation of modern transmissions and transaxles (both manual and automatic), clutch assembly, driveshaft, transfer cases, CV joints, and drive axle systems. Lab experience will include in-car and bench diagnosis, maintenance, adjustments, and reconditioning using specialty tools and equipment. (120:217) (2, 8)

AUT 404 Automotive Suspension and Steering
Prerequisite: AUT 503 Automotive Brake Systems. This course will provide instruction in the theory of operation and service procedures of automotive alignment and suspension systems. (120:168) (2, 4)

AUT 503 Automotive Brake Systems
Prerequisite: AUT 104 Introduction to Automotive Technology. This course will provide instruction in the theory of operation and service procedures of automotive braking systems. (120:167) (2, 2)

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

AUT 603 Basic Automotive Electricity
Prerequisite: AUT 104 Introduction to Automotive Technology. This course will provide instruction in theory and operation of automotive electrical circuits. Safety, meters, and service information will be emphasized. (120:157) (2, 2)

AUT 652 Advanced Automotive Electricity
Prerequisite: AUT 603 Basic Automotive Electricity. This course is designed to provide instruction in the diagnosis, repair, and service of electrical and electronic components found on current vehicles. (120:158) (2, 2)

AUT 704 Automotive Heating and Air Conditioning
Prerequisite: AUT 652 Advanced Automotive Electricity. This course will provide instruction in the theory of operation of auto air conditioning and heating systems. Students will learn how to diagnose and service auto air conditioning and heating systems. (120:169) (2, 4)

AUT 823 Advanced Automotive Tune-up
Prerequisite: AUT 844 Automotive Electronic Engine Controls. This course is designed to train the student in preventative maintenance, tune-ups, and engine performance testing procedures. Theory, diagnosis, and repair of automotive mechanical, ignition, electrical, and fuel systems will be covered. Students will be instructed on the proper use of computerized engine diagnostic tools and related technology used in the modern day automotive shop. (120:203) (2, 4)

AUT 834 Automotive Fuel Systems
Prerequisite: AUT 163 Automotive Engine Repair. This course will provide the instruction to introduce the student to basic fuel system principles. Students will study theory and will gain hands-on experience by cleaning, repairing, and adjusting automotive fuel systems. (120:130) (2, 4)

AUT 844 Automotive Electronic Engine Controls
Prerequisite: AUT 652 Advanced Automotive Electricity and AUT 834 Automotive Fuel Systems. This course is designed to require students to apply knowledge and skills gained in AUT 603 Basic Automotive Electricity, AUT 652 Advanced Automotive Electricity, and AUT 834 Automotive Fuel Systems. Through supervised labs, students will experience hands-on diagnosis and repair of the computers, sensors, and control devices of late model cars. (120:200) (3, 6)

AUT 870 Automotive Service Management
This course is designed to acquaint the student with the day-to-day operations of the automotive service industry. Instruction will be provided for customer relations, shop management, service write-ups, warranty procedures, and
Business Computer Application

BCA 120 Computer Orientation
The class will cover basic computer hardware and software, how to work with files and folders, and a brief overview of the internet. (1, 0)

BCA 129 Basic Word Processing
This course addresses basic and intermediate levels of word processing using Microsoft Word. Skills introduced include using and manipulating Windows, entering and editing text, formatting paragraphs and text, using the spell checker and thesaurus, selecting printers and printing documents, and applying document formatting options. (2, 0)

BCA 147 Basic Spreadsheets
This course is designed to acquaint the student with the basic concepts of an electronic spreadsheet program. Hands-on practice in designing, building, and editing spreadsheets will develop the basic skills necessary to construct spreadsheets for home and business use. (2, 0)

BCA 152 Comprehensive Spreadsheets
Prerequisite: CSC 110 Introduction to Computers or consent of the instructor. Concepts of spreadsheets and application in the business world are covered. Introductory topics include creation of spreadsheets, data manipulation, printing, sharing, 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. (3, 0)

BCA 167 Comprehensive Databases
Prerequisite: CSC 110 Introduction to Computers or consent of the instructor. 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. Access 2013 will be used for this course. (3, 0)

BCA 214 Advanced Computer Business Applications
Prerequisite: BCA 213 Computer Business Applications or equivalent or instructor approval. This course covers post-advanced applications utilizing Microsoft Office. The primary focus will be on spreadsheet and database applications. Emphasis will be placed on advanced spreadsheet topics such as macros, filtering, importing and exporting data, and spreadsheet analysis. Database emphasis will be placed on customizing forms and reports, integrating and analyzing data, and managing and securing a database. (3, 0)

BCA 215 Computer Business Applications
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) (3, 0)

BCA 218 Advanced Microsoft Office Applications
This course will focus on Intermediate and advanced software applications utilizing the most recent Microsoft Office Suite (Word, Excel, Access, and PowerPoint) to create documents, worksheets, databases, and presentations suitable for course work, professional purposes, and personal use. (3, 0)

BCA 220 Integrated Computer Business Applications
This is an advanced course in microcomputer software applications. Students will plan and create spreadsheets, documents, presentations, and word processing documents using integrated systems software that allows for data transfer among applications. (2, 0)

BCA 221 Integrated Computer Business Applications
Prerequisite: BCA 152 Comprehensive Spreadsheets or BCA 167 Comprehensive Databases or instructor approval. 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) (3, 0)

BCA 250 Desktop Publishing
This course takes the student beyond the basic commands of word processing while gaining knowledge and practice in desktop publishing by integrating both graphics and text. The student will learn advanced features of the word processing software, such as creating and applying styles, macros, and master documents. Decision making skills will be used to complete desktop publishing projects, such as letterheads, business cards, flyers, newsletters, brochures and certificates. (3, 0)

BCA 711 Introduction to Microsoft PowerPoint
PowerPoint skills are needed to help deliver a dynamic, professional-looking message to an audience. Customized visual presentations contain diagrams, charts, tables, pictures, shapes, videos, sounds, and animation effects to make presentations more effective. Students will learn how to customize presentations that will reinforce a speaker's message and help the audience retain information presented. (1, 0)

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

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

Biology

BIO 105 Introductory Biology (w/lab)
This course is 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, and 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)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>BIO 112</td>
<td>General Biology I (w/lab)</td>
<td>4</td>
<td>Introduction to the principles of the biological sciences, including the study of ecosystems, diversity among plants and animals, evolution and mammalian structure and function. The required laboratory provides concrete experiences for course concepts and problem solving using the science method. This course is intended for those students in majors requiring a two-semester sequence. Three lecture hours, two lab hours. (800:110) (3, 2)</td>
</tr>
<tr>
<td>BIO 113</td>
<td>General Biology II (w/lab)</td>
<td>4</td>
<td>Prerequisite: BIO 112 General Biology I (w/lab). This course examines the chemistry, form, and function of cells and the energetics and genetics of living organisms. The required laboratory provides concrete experiences for course concepts and problem solving using the science method. Three lecture hours, two lab hours. (800:111) (3, 2)</td>
</tr>
<tr>
<td>BIO 114</td>
<td>General Biology IA (w/lab)</td>
<td>4</td>
<td>Introduction to basic principles of biology. Topics include chemical applications in biology, cellular biology, bioenergetics, cell division, and genetics. (3, 2)</td>
</tr>
<tr>
<td>BIO 115</td>
<td>General Biology IIA (w/lab)</td>
<td>4</td>
<td>Prerequisite: BIO 114 General Biology IA. This course is a continuation of BIO 114 General Biology IA. Course topics include evolution, biological diversity, plant and animal anatomy, and physiology and ecology. (3, 2)</td>
</tr>
<tr>
<td>BIO 130</td>
<td>Animal Biology (w/lab)</td>
<td>4</td>
<td>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)</td>
</tr>
<tr>
<td>BIO 146</td>
<td>Genetics</td>
<td>3</td>
<td>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)</td>
</tr>
<tr>
<td>BIO 151</td>
<td>Nutrition</td>
<td>3</td>
<td>Prerequisite: One year of high school chemistry or CHM 112 Introduction to Chemistry or equivalent. 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)</td>
</tr>
<tr>
<td>BIO 157</td>
<td>Human Biology (w/lab)</td>
<td>4</td>
<td>An introductory biology course presenting basic concepts of the human body and its relationship to the environment. Topics include human chemistry, cell structure and function, histology, cell reproduction, and genetics. These concepts are used to study the principles of the major organ systems and how the human body functions as a whole and then how the body functions and interacts with the ecosystem. Aspects of health and disease are presented including nutrition, cancer, and aging. Laboratory includes gross and microscopic structure and function with dissection. Three lecture hours, two lab hours. (3, 2)</td>
</tr>
<tr>
<td>BIO 162</td>
<td>Essentials of Anatomy and Physiology (w/lab)</td>
<td>3</td>
<td>(Designed for health-related fields.) Prerequisite: One year of high school biology or one year of high school chemistry or CHM 112 Introduction to 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)</td>
</tr>
<tr>
<td>BIO 163</td>
<td>Essentials of Anatomy and Physiology (w/lab)</td>
<td>4</td>
<td>(Designed for nursing and allied health students.) Prerequisites: BIO 162 Essentials of Anatomy and Physiology and high school chemistry or equivalent. This course is a progressive study of the cellular, tissue, and organ/system levels of the human body with emphasis on physiology as well as anatomy. Laboratory includes study of both gross and microscopic structure and function with organ and cat dissection. Three lecture hours, two lab hours. (800:240) (3, 2)</td>
</tr>
<tr>
<td>BIO 168</td>
<td>Human Anatomy and Physiology I (w/lab)</td>
<td>4</td>
<td>Prerequisites: BIO 105 Introductory Biology or BIO 112 General Biology I or one year of high school biology within the past five years, and CHM 112 Introduction to 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. Laboratory includes study of both gross and microscopic structure and function with organ and cat dissection included. Three lecture hours, two lab hours. (3, 2)</td>
</tr>
<tr>
<td>BIO 173</td>
<td>Human Anatomy and Physiology II (w/lab)</td>
<td>4</td>
<td>Prerequisite: BIO 168 Human Anatomy and Physiology I (w/lab). 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. Laboratory includes study of both gross and microscopic structure and function with organ and cat dissection included. Three lecture hours, two lab hours. (3, 2)</td>
</tr>
<tr>
<td>BIO 186</td>
<td>Microbiology (w/lab)</td>
<td>4</td>
<td>Prerequisites: One year of high school chemistry or CHM 112 Introduction to 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)</td>
</tr>
<tr>
<td>BIO 216</td>
<td>HIV/AIDS Seminar</td>
<td>1</td>
<td>This course will focus on the social implications of AIDS, the origins, the structure and life cycle of the HIV virus, how it is diagnosed and treated and possible preventative measures so that we may ease the suffering of a disease that plagues our world today. The biological concepts may include cells, pathology, evolution, DNA, genetics, biotechnology, ethics, and ecology. (1, 0)</td>
</tr>
<tr>
<td>BIO 928</td>
<td>Independent Study</td>
<td>1-3</td>
<td>A student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (800:299)</td>
</tr>
</tbody>
</table>
BIO 949
Special Topics
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.

Business

BUS 102
Introduction to Business
An introduction to 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 106
Employment Strategy
Students will complete assignments focused on their individual career targets, while developing successful lifetime job search skills and career management tools. Students will also learn job search techniques, such as completing employment applications, preparing letters of application and resumes, and participating in a mock interview. (2, 0)

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

BUS 121
Business Communications
Prerequisite: ENG 101 Elements of Writing or minimum ACCUPLACER sentence structure score of 86. This course is a study of communications for the typical business situation. Topics to be covered are reports and letters of inquiry, orders, credit, collections, sales, and handling disputes. (320:200) (3, 0)

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

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

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

BUS 165
Introduction to Leadership
Overview of leadership theory and skills for effective leadership; historical perspective, development of a personal philosophy of leadership, self-assessments, leadership models; study of groups, culture, and communities; and apply what is learned in experiential learning settings; geared toward emerging student leaders and working professionals. (3, 0)

BUS 166
Applied Leadership
Prerequisite: BUS 165 Introduction to Leadership or instructor approval. This course is designed to aid students in developing their leadership style. Students will complete self-assessments, group work, reflection logs, and apply their learnings/findings to various leadership activities—inside and outside the classroom. This course is geared toward emerging student leaders and working professionals. (3, 0)

BUS 180
Business Ethics
Through this course, the student will study ethical principles and the application of ethical principles to situations relevant to decision-making in the professional and business world. (3, 0)

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

BUS 186
Business Law II
The course begins with a study of Article Two of the Uniform Commercial Code, which deals with sales and leases of commercial goods. After covering the major issues of Article Nine (Negotiable Instruments and Secured Transactions), the course turns next to reviewing the various types of business relationships and associations, including partnerships, limited partnerships, and corporations. The remainder of the course is spent studying issues associated with property law—both personal property and real property. The course closes with a review of insurance topics. (320:241) (3, 0)

BUS 197
Leadership Development
This course explores leadership styles effective in the workplace and helps participants gain insight into their natural leadership style and implications of that style on work and group performance. (3, 0)

BUS 210
Business Statistics
Through this course students develop an in-depth knowledge of the following statistics principles: frequency distributions, cumulative frequency distributions, relative frequency distributions, histograms, measures of central tendency, measures of dispersion, probability, the Central Limit theorem, confidence interval estimates, methods of sampling, hypothesis testing, analysis of variance, correlation analysis, linear and multiple regression analysis, chi-squared test, time series and forecasting, statistical quality control, and statistical decision-making. (3, 0)

BUS 230
Quantitative Methods for Business Decision Making
Prerequisite: MAT 101 Intermediate Algebra or instructor approval. A study of the quantitative methods commonly used in business and related areas. The course includes a basic algebra and probability review, decision theory, models, linear programming, forecasting, and inventory control. (320:236) (3, 0)
BUS 238  
**Business Problem Solving**  
A capstone course for those students in business and information technology programs. The course will apply knowledge learned in business curriculum including accounting, management, marketing, information technology, E-commerce and office systems through the development of business strategy and implementation. Topics to be covered include development of a mission statement, value creation, SWOT analysis and strategy implementation and assessment. Students will share knowledge learned across their individual disciplines to perform case analysis, promoting critical thinking skills, teamwork and a cross-functional business environment. (This course should be taken in the final semester of a student's program.) (320:270) (3, 0)

BUS 928  
**Independent Study**  
A student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (320:299) (1-3)

BUS 932  
**Internship**  
The business and information technology department offers cooperative programs in which students may gain practical experience. When students reach a predetermined level of proficiency, they are placed at a training site. Students must complete 64 hours of training for every credit in which they are enrolled. (320:262) (3, 0, 0, 16)

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

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**Computer Aided Drafting**

CAD 101  
**Introduction to CAD**  
This course is an introduction to computer aided design and drafting. It provides actual hands-on experience in designing, drawing, and dimensioning using CAD software. The course presents logical step-by-step instruction about the CAD commands, mode settings, drawing aids, shortcuts and other valuable characteristics of CAD. (3, 0)

CAD 113  
**AutoCAD I**  
The student will become familiar with two-dimensional capabilities of AutoCAD. The student will learn to be proficient, work with blocks, attributes, libraries, and set up template drawings. (220:172) (3, 0)

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**Chemistry**

CHM 110  
**Introduction to Chemistry**  
Designed for the student with no high school chemistry background. A study of chemistry in our lives and chemical principles. It teaches the student to identify and calculate mathematical measurements in health science, list components of an atom, compounds, and chemical equations. Emphasis also placed on concentration of solutions-especially acids and bases. (3, 0)

CHM 112  
**Introduction to Chemistry (w/lab)**  
This course is an introduction to the principles and theories of general chemistry. Topics of study include: matter, chemical reactions, atomic structure, chemical bonding, solutions, acids, bases, and organic compounds. This course is intended for students desiring a basic background in general chemistry and those majoring in an allied health field. Three lecture hours, two lab hours. (3, 0)

CHM 122  
**Introduction to General Chemistry**  
An elementary approach to chemical principles and laboratory practices. Emphasizes the nature of matter, bonding, nomenclature, equations, acids and bases and chemistry as applied to everyday life. (3, 2)

CHM 132  
**Introduction to Organic and Biochemistry**  
Prerequisite: CHM 122 Introduction to General Chemistry or CHM 166 General Chemistry I (w/lab) or permission of instructor. The course focuses on the study of aliphatic and aromatic compounds, their chemistry and uses in consumer products such as polymers, drugs and foods. Attention is also given to biologically important compounds: proteins, nucleic acids, carbohydrates and lipids and the chemistry of these molecules in the living organism. (3, 2)

CHM 151  
**College Chemistry I**  
This course introduces the student to general, organic and biological chemistry. Topics covered are chemical calculations, atomic structure, nuclear chemistry, periodic relations, gas laws, solid state, solutions, and acids and bases. (3, 2)

CHM 152  
**College Chemistry II**  
Prerequisite: CHM 151 College Chemistry I. This course introduces students to general, organic, and biological chemistry. The course covers kinetics and equilibrium of chemical reactions as well as acid-base theory. Hydrocarbon naming and reactions are also covered, including alcohols, carbohydrates, amines, acids, acid derivatives, lipids, amino acids, nucleic acids and proteins, DNA, RNA and metabolism. (3, 2)

CHM 166  
**General Chemistry I (w/lab)**  
This course is the first five credits of a 10-credit 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)**  
Prerequisite: CHM 166 General Chemistry I. This course is an extension of CHM 166 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)**  
Prerequisite: CHM 176 General Chemistry II. This course is the first four credits of an eight-credit 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, 3)
Cancer Information Management

CIM 205  Cancer Pathophysiology
Cancer Pathophysiology is a focused study of the major histological cell types in which cancer arises. Students will learn to differentiate between a new primary cancer and a recurrence of previous primary in cancer cases utilizing the Surveillance on Epidemiology and End Results (SEER) Program guidelines on Multiple Primaries/Histologies. Students will study advanced terminologies used by pathologists on gross and microscopic pathology reports. Students will study cancer epidemiology, diagnostic work up, and current therapies. (3, 0)

Computer Programming

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

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

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

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

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

CIS 251  Fundamentals of Web Design I
Students will learn how to design web sites focusing on the overall web site production processes with particular emphasis on design elements involving layout, navigation, accessibility and interactivity. (3, 0)

CIS 339  Advanced Data base and SQL
Prerequisites: BCA 167 Comprehensive Databases and CIS 121 Introduction to Programming Logic. Students will be trained to install, configure, upgrade, troubleshoot, and repair Structured Query Language (SQL) databases for use in today's data-intensive work environments. Database systems are the key component to any network infrastructure. They are the sole reason networks came into popularity and the complexity of a database continues to grow. The database industry is the foundation for the exchange of data and management of information. (3, 0)

CIS 604  Visual Basic
Prerequisite: CIS 121 Introduction to Programming Logic. 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 606  Visual BASIC.NET I
This course introduces Windows programming using Microsoft's .NET framework. Students will write introductory level programs involving variables, assignment, input and output using graphical user interface (GUI), calculations, repetition and selection between alternatives using the .NET environment. (3, 0)

CIS 612  Advanced Visual Basic
Prerequisite: CIS 604 Visual Basic or instructor approval. An intermediate course in Visual BASIC programming. Students will design, write, and debug Visual Basic programs using structured programming concepts. Program concepts covered will include animation and graphics, control arrays, database management, classes and objects, multiple forms, modules, and Active-X. (360:147) (3, 0)
The objective of this course is to provide a base of knowledge and to acquaint students with the literature and techniques important 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)

This course is designed to provide students exposure to project management and its importance to improving success in information technology projects.

This course will cover reading and interpreting construction drawings and specifications of residential and light commercial buildings. Emphasis will be placed on the architectural, mechanical, and site aspects of working drawings. Additional topics include plan and elevation views, symbols and notations, scaling and dimensional practices, structural information, detail drawings, plot plans, and reading drawings for trade information. (3, 0)

This is an introductory course that examines the history, evolution, and relationships of the media in and their effects on our society. The course includes both the print and electronic media as well as ethics, advertising and public relations. (3, 0)

This course will cover reading and interpreting construction drawings and specifications of residential and light commercial buildings. Emphasis will be placed on the architectural, mechanical, and site aspects of working drawings. Additional topics include plan and elevation views, symbols and notations, scaling and dimensional practices, structural information, detail drawings, plot plans, and reading drawings for trade information. (3, 0)

This course will provide a fundamental overview of the carpentry trade. Students will gain a basic knowledge of construction materials, hand and power tools, and rough framing. Other course topics include plan reading, window and exterior door installation, and basic concrete practices. (3, 0)

In this course students are exposed to site layout and preparation, commercial finish work, and advanced stair construction. (130:203) (5, 0)
CON 183
Construction Lab IA
This course provides students a hands-on application in the basics in construction including math, safety, blueprint reading, hand and power tools, employability skills, and materials handling. (130:122) (0, 0, 10)

CON 184
Construction Lab IB
This course provides hands-on experience in the construction of a residential home. Students will demonstrate basic knowledge of construction materials, hand and power tools, rough framing, plan reading, window and exterior door installation, and basic concrete practices. (130:123) (0, 10)

CON 187
Construction Lab III
This course provides hands-on experience in the construction of a residential home as well as the construction of commercial building assemblies within a laboratory setting. Specific topics include rigging, firewall assemblies, and built-up roofs. Students will employ introductory skills in project supervising. (130:142) (0, 20)

CON 188
Construction Lab IIA
This course provides hands-on experience in the construction of a residential home. Students will apply knowledge and skills in roofing applications, thermal and moisture protection, exterior finishing, and cold-formed steel framing. (130:132) (0, 10)

CON 189
Construction Lab IIB
This course provides hands-on experience in the construction of a residential home. The intent of this course is to provide students with the knowledge to install and finish drywall, install doors and windows, install suspended ceilings, and install cabinets. (130:133) (0, 10)

CON 191
Construction Lab IV
This course provides hands-on experience in the construction of a residential home. Students will form and pour concrete footings and foundations. Students will perform site preparations in the application of concrete forms. (0, 20)

CON 237
Carpentry Level IIA
Carpentry Level IIA is designed to provide the students with knowledge, information, and skills in preparation to handle the work requirements in the construction trades. The intent of this course is to provide students with knowledge and skills in roofing applications, thermal and moisture protection, exterior finishing, and cold-formed steel framing. (3, 0)

CON 267
Carpentry Level IIB
Carpentry Level IIB is designed to provide the students with knowledge and information in preparation to handle the work requirements in the construction trades. The intent of this course is to provide students with the knowledge in drywall installation and finishing, installation of doors and windows, the installation of suspended ceilings, as well as the installation of cabinets. (2, 0)

CON 377
Carpentry Level III
This course will provide instruction in advanced commercial construction systems as well as introductory skills in project supervising. Specific topics include rigging, firewall assemblies, and built-up roofs. (130:201) (5, 0)

CON 425
Internship
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) (0, 0, 16)

Criminal Justice

CRJ 100
Introduction to Criminal Justice
This course will offer an introduction to the varying and ever evolving fields in criminal justice with primary emphasis on the three main areas of the criminal justice system: police, courts, and corrections. The student will gain a realistic understanding of the various fields and career opportunities in criminal justice while learning of the interactions and complexities of each area. Further, this course will challenge students to think critically about the concept of justice. (3, 0)

CRJ 101
Ethics in Criminal Justice
This course covers the ethical standards and codes of professional behavior for police officers and others placed in positions of public trust. The course includes use of force,. (3, 0)

CRJ 110
Patrol Procedures
This course is an in-depth study of the police uniformed patrol division. Theories and concepts are explored and supplemented with real world experiences of working officers. The course provides an understanding of the patrol function and appreciation of the total environment within which a modern patrol officer must function. (3, 0)

CRJ 111
Police and Society
Pre-requisite: CRJ 100 Introduction to Criminal Justice. In this course, students will examine police as an instrument of society's order maintenance and control. This course utilizes a multiple causation model to explain police issues, integrating six core elements: history, role, socialization, culture, function, and experience. Students study police history, police role and organization, the making of a police officer, police behavior, stress, the delivery of effective police services, and the future of law enforcement. (3, 0)

CRJ 118
Law Enforcement
A survey course about the historical development of law enforcement, the functions of local, state and federal law enforcement agencies, police subculture, the function of patrol and other issues important to the field of policing. The use of police authority, discretion, police violence and police corruption will be introduced. (3, 0)

CRJ 120
Introduction to Corrections
This course provides an in-depth look at the past, present and future of corrections, the "third branch" of the criminal justice system. It examines the purposes of corrections and punishment throughout history and highlights the many subcomponents of modern day corrections. The course will focus on issues facing the correctional system today and gain an appreciation for contemporary real-world correctional practices, including the emphasis on community based corrections and new technological advances. (3, 0)

CRJ 130
Criminal Law
This course will review the development of criminal law, the mechanism used by civilized society to regulate behaviors. The course is broken into four (4) basic areas: the fundamentals of criminal law (history, organization, constitution, and common law); statutory crimes (crimes against persons and property, crimes against society, and victimless crimes) and defenses; the mechanics of criminal prosecution (search and seizure, arrest, interrogation, pretrial process, and trial); and disposition and post-trial matters (sentencing, punishment, rehabilitation, and appeals). (3, 0)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 133</td>
<td>Constitutional Criminal Procedure</td>
<td>3</td>
<td>Prerequisite: CRJ 100 Introduction to Criminal Justice. This course will examine aspects of criminal procedure and how it is limited and controlled by the Constitution. The course will focus on aspects of criminal procedure from first contact with the individual, through trial, and beyond. Specifically, the course will examine police and correctional constitutional due process and limitations, application of the law, search and seizure, probable cause and reasonable suspicion, arrest and interrogation, and probation and parole, as well as recent developments in constitutional criminal procedure. This course is broken into five (5) basic areas: Introduction to the Criminal Procedure; Search &amp; Seizure; Interrogations, Confessions, and IDs; Formal Proceedings; and Trial, Conviction, and Beyond. (3, 0)</td>
</tr>
<tr>
<td>CRJ 141</td>
<td>Criminal Investigation</td>
<td>3</td>
<td>Prerequisite: CRJ 100 Introduction to Criminal Justice. This course covers the fundamentals of criminal investigative techniques and examines how some techniques remain relatively static while many others are evolving due to technology, national databases, and applicability of basic medical practices. The course focuses specifically on major felony investigations with an emphasis on adherence to rigid crime scene protocols. (3, 0)</td>
</tr>
<tr>
<td>CRJ 152</td>
<td>Defensive Tactics</td>
<td>3</td>
<td>Prerequisite: CRJ 100 Introduction to Criminal Justice. This course focuses on principles and practical aspects of personal safety; covers methods and tactics of practical self-defense including alternatives for situational defense strategies; provides rigorous conditioning exercises; and develops skills in perception, analysis, escape, compromise, avoidance, blocking, throwing, and striking. (3, 0)</td>
</tr>
<tr>
<td>CRJ 170</td>
<td>Overview of Cybercrime</td>
<td>3</td>
<td>Prerequisite: CRJ 100 Introduction to Criminal Justice. This course will explore the use of current technology in the commission of criminal acts and the police response through investigation and trial preparation. (3, 0)</td>
</tr>
<tr>
<td>CRJ 200</td>
<td>Criminology</td>
<td>3</td>
<td>Prerequisite: CRJ 100 Introduction to Criminal Justice or SOC 110 Introduction to Sociology. This course is an introductory course in the field of criminology. The course examines 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 crimes, and public order crimes. (620:240) (3, 0)</td>
</tr>
<tr>
<td>CRJ 201</td>
<td>Juvenile Delinquency</td>
<td>3</td>
<td>Prerequisites: SOC 110 Introduction to Sociology or CRJ 100 Introduction to Criminal Justice. The student will analyze the various components of delinquency in children, adolescents, and young adults. The development and operation of juvenile courts will be covered and the theories and methods of juvenile treatment and rehabilitation will be examined. (3, 0)</td>
</tr>
<tr>
<td>CRJ 207</td>
<td>Drug Use and Abuse</td>
<td>3</td>
<td>This course explores and analyzes the relationship between illegal drugs and crime and the relevant issues and ramifications including, but not limited to, national and international trafficking, control of the problem, legalization, and explanations for drug use. (3, 0)</td>
</tr>
<tr>
<td>CRJ 218</td>
<td>Field Experience I</td>
<td>2</td>
<td>Prerequisite: CRJ 100 Introduction to Criminal Justice. This course consists of an on-site experience in a professional criminal justice/corrections/law enforcement/government agency or other non-profit organization. Students participate in progress meetings to process experiences in the professional environment. (0, 0, 8)</td>
</tr>
<tr>
<td>CRJ 230</td>
<td>Evidence</td>
<td>3</td>
<td>This course traces the nature and development of evidence law and its role in the criminal justice system. The student will be introduced to concepts such as direct and circumstantial evidence, relevancy, hearsay, character evidence and the various privileges that exist in evidence law. In addition, the student will learn how to present evidence in a courtroom both from a lawyer’s examination and from a witness’ testimony. (3, 0)</td>
</tr>
<tr>
<td>CRJ 928</td>
<td>Independent Study</td>
<td>1-3</td>
<td>A student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required.</td>
</tr>
<tr>
<td>CRJ 932</td>
<td>Internship</td>
<td>1</td>
<td>This course provides students with opportunities to gain on-the-job experience in the criminal justice field. Students will gain an understanding of qualities and skills needed for success in the criminal justice field. Coordination and guidance will be provided by department instructors.</td>
</tr>
<tr>
<td>CRJ 949</td>
<td>Special Topics</td>
<td>1-3</td>
<td>Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.</td>
</tr>
<tr>
<td>CRR 101</td>
<td>Sheet Metal Welding</td>
<td>2</td>
<td>This sheet metal welding course is designed to give the student the necessary theory and hands-on training to perform competent quality cutting and welding repairs to automotive equipment in the auto collision industry. The knowledge gained from lectures as well as lab experience from operating oxyacetylene cutting and welding torches, plasma cutters and gas metal arc welders (commonly called MIG welding) will help them in making the correct repair to a customer’s vehicle following manufacturer’s procedures. (110:100) (1, 2)</td>
</tr>
<tr>
<td>CRR 201</td>
<td>Plastic Repair</td>
<td>2</td>
<td>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)</td>
</tr>
<tr>
<td>CRR 201</td>
<td>Plastic Repair</td>
<td>2</td>
<td>Safety, worker protection, ASE, I-CAR, 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)</td>
</tr>
<tr>
<td>CRR 218</td>
<td>Field Experience I</td>
<td>2</td>
<td>Prerequisite: CRJ 100 Introduction to Criminal Justice. This course consists of an on-site experience in a professional criminal justice/corrections/law enforcement/government agency or other non-profit organization. Students participate in progress meetings to process experiences in the professional environment. (0, 0, 8)</td>
</tr>
<tr>
<td>CRR 230</td>
<td>Evidence</td>
<td>3</td>
<td>This course traces the nature and development of evidence law and its role in the criminal justice system. The student will be introduced to concepts such as direct and circumstantial evidence, relevancy, hearsay, character evidence and the various privileges that exist in evidence law. In addition, the student will learn how to present evidence in a courtroom both from a lawyer’s examination and from a witness’ testimony. (3, 0)</td>
</tr>
<tr>
<td>CRR 928</td>
<td>Independent Study</td>
<td>1-3</td>
<td>A student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required.</td>
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<tr>
<td>CRR 932</td>
<td>Internship</td>
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<td>This course provides students with opportunities to gain on-the-job experience in the criminal justice field. Students will gain an understanding of qualities and skills needed for success in the criminal justice field. Coordination and guidance will be provided by department instructors.</td>
</tr>
<tr>
<td>CRR 361</td>
<td>Collision Lab I</td>
<td>4</td>
<td>Actual shop setting where project vehicles are worked on based off of actual estimates. The objective of the lab is to fine tune previously taught skills and to sequence a repair plan.</td>
</tr>
</tbody>
</table>
while improving speed and work efficiency on a production basis. Each new lab is designed to introduce tougher projects and develop the student/technician’s independence while increasing the flat rate hours turned in a clock period. (110:188) (2, 4)

CRR 362 Collision Lab II
Prerequisite: CRR 361 Collision Lab I. Actual shop setting where project vehicles are worked on based off of actual estimates. The objective of the lab 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/technician’s independence while increasing the flat rate hours turned in a clocked period. (110:220) (0, 4)

CRR 363 Collision Lab III
Prerequisite: CRR 362 Collision Lab II. Actual shop setting where project vehicles are worked on based off of actual estimates. The objective of the lab 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/technician’s independence while increasing the flat rate hours turned in a clocked period. (110:220) (0, 4)

CRR 364 Collision Lab IV
Prerequisite: CRR 363 Collision Lab III. Actual shop setting where project vehicles are worked on based off of actual estimates. The objective of the lab 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/technician’s independence while increasing the flat rate hours turned in a clocked period. Individualized advanced training in MIG steel welding for automotive applications includes tuning the welding machine for vertical and overhead welds. I-CAR criteria in perfecting skills for plug, fillet, butt with backing, and open butt joints will be studied and practiced in preparation of the 5 year I-CAR Steel Welding certification. Aluminum, MIG brazing, squeeze type resistant spot welding and weld bonding will also be taught. (110:225) (0, 8)

CRR 420 Non-Structural Repair
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 Unibody Damage Analysis
Advanced collision theory coupled with fundamentals of measuring full frame and unibody constructed vehicles with centerline gauges. Safety and the various types of pulling and measuring equipment will be covered. Structural integrity via stationary glass is also covered with replacement procedures. Corrosion protection is also studied. (2, 4)

CRR 508 Structural Parts Replacement
Prerequisite: CRR 504 Frame and Unibody Damage Analysis. This course will include steel structural parts replacement and sectioning on full frame and unibodies. New and used parts will be covered. (1, 4)

CRR 572 Advanced Structural Repair
Prerequisite: CRR 508 Structural Parts Replacement. Alternative methods of diagnosing frames and unibody damage with UMS and laser/computerized measuring systems. The characteristics of aluminum structural parts will be discussed. Structural straightening aluminum and structural parts aluminum damage diagnosis and replacement will also be covered. (110:200) (1, 2)

CRR 743 Estimating
Students are taught to 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. Emphasis on refinish formulas, overlap, headnotes, footnotes, and application of procedure pages. (3, 0)

CRR 760 Advanced Estimating
Prerequisite: CRR 743 Estimating. Students will 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. Cycle Time Reduction will also be studied. (110:210) (2, 0)

CRR 804 Introduction to Refinishing
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 and basecoat/clearcoat applications are practiced acquainting the student in refinishing. (110:148) (2, 4)

CRR 833 Refinishing II
Prerequisite: CRR 804 Introduction to Refinishing. A further study in refinishing operations including finish defects, application problems, and non-painting repairs including detailing. Basecoat/clearcoats, tri-coats, and multi-stage finishes are covered in greater detail. Tinting, blending, and color theory will also be covered. (110:146) (1, 4)

CRR 835 Refinishing III
Prerequisite: CRR 833 Refinishing II. This course explores the recent advances of the “Green” movement affecting the collision repair refinishing industry. From waterborne technology to recent federal legislation empowering the Environmental Protection Agency to regulate body shop emissions as well as Iowa DNR requirements. (1, 2)

Computer Science

CSC 107 Computer Literacy
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, e-mail, and entry-level functions of Microsoft Word, Excel, and PowerPoint. Students may use this course to prepare for CSC 110 Introduction to Computers. (3, 0)

CSC 110 Introduction to Computers
Prerequisite: Keyboarding skills. This course is an introductory course that surveys a variety of topics to include history, hardware, software, terminology, communications, computer ethics, and societal impact of computers. In addition to computer literacy, students will complete hands-on modules using operating systems, word processing, database, presentation, and spreadsheet software; such as Microsoft Office programs. (360:110) (3, 0)

CSC 116 Information Computing
This course presents the basic concepts of information systems and computer literacy. The
course incorporates theory as well as hands-on practice, which focuses on spreadsheets and database management systems (DBMS). (3, 0)

**CSC 135**

**Digital Communications**

Prerequisite: CSC 110 Introduction to Computers or instructor approval. The study of varied digital input technologies and business procedures including the selection and use of tablet and handheld computers, scanning, speech recognition, and digital communication devices. (3, 0)

**CSC 928**

**Independent Study**

A student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (360:299)

**CSC 949**

**Special Topics**

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

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**Dental Assistant**

**DEA 257**

**Dental Anatomy**

This course introduces histology, embryology, and gross anatomy of the deciduous and permanent teeth. This also includes the structure, function, and form of individual teeth and supportive tissue. (3, 0)

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**Film and Theatre**

**DRA 101**

**Introduction to Theatre**

This course is a survey of the elements of theatre. The course covers units on audience/performer relationships, dramatic forms, dramatic literature, history of the theatre, dramatic theory and criticism, and technical theatre. (3, 0)

**DRA 110**

**Introduction to Film**

This course is designed to introduce students to the history, evolution, philosophic, artistic and economic aspects of motion pictures and the filmmaking industry. Students will have the opportunity to examine the various genres of the movie industry: drama, film noir, western, fantasy, documentary, romantic comedy, horror, musicals, silent films, etc. Utilizing film excerpts and entire movies as tools, students will hone skills in film analysis, beginning with recognition. (3, 0)

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**Disability Services**

**DSV 160**

**Counseling Skills**

This is an introductory course in applied counseling techniques. Students are introduced to a variety of facilitative skills and counseling concepts and work through the interviewing process in simulated helping services settings. (4, 0)

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**Early Childhood Education**

**ECE 103**

**Introduction to Early Childhood Education**

Gives students a historical and philosophical foundation of the field of early childhood education. Includes an overview of assessment and trends that influence best practices. Explores careers in the field. Addresses influences of families and diversity. (3, 0)

**ECE 106**

**Child Development Associate Standards**

Prerequisites: Should have completed at least three of the four defined CDA courses with a 2.5 GPA or higher: ECE 133 Child Health, Safety and Nutrition, ECE 103 Introduction to Early Childhood Education, ECE 243 Early Childhood Guidance. CDA candidates may choose one of the following: ECE 158 Early Childhood Curriculum I, ECE 159 Early Childhood Curriculum II, or ECE 221 Infant/Toddler Care and Education. Must obtain an eligible CDA advisor, verify ability to meet CDA credential eligibility and obtain/measure a current First Aid, CPR, and Mandatory Reporting certification by the last week of this course. Co-requisite: One of the four required courses may be taken during the same semester. 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 assessment and oral exam and for the final observation. General topics for discussion include: planning a safe and healthy learning 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 and effective program operation; maintaining a commitment to professionalism; observing and recording children's behavior; and principles of child growth and development. (0, 2)

**ECE 133**

**Child Health, Safety, and Nutrition**

Focuses on current concepts in the field of health, safety and nutrition and their relationship to the growth and development of the young child ages birth to eight. Blends current theory with practical applications and assessments. Includes the influences of families and diversity on health, safety and nutrition in early childhood settings. (3, 0)

**ECE 158**

**Early Childhood Curriculum I**

Focuses on the development, implementation, and assessment of appropriate environments and curricula for young children ages three through eight. Students prepare to utilize developmentally appropriate practices in a context of family and culturally sensitive care. Emphasis is on understanding children's developmental stages and developing appropriate learning opportunities, interactions and environments in the following areas: drama, play, art, music, fine and gross motor play. (3, 0)

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**ECE 159**

**Early Childhood Curriculum II**

Focuses on the development, implementation and assessment of appropriate environments and curricula for young children ages three through eight. Students prepare to utilize developmentally appropriate practices in a context of family and culturally sensitive care. Emphasis is on understanding children's developmental stages and developing appropriate learning opportunities, interactions and environments in the following areas: emergent literacy, math, science, technology, and social studies. (3, 0)

**ECE 170**

**Child Growth and Development**

Reviews typical and atypical development of children from conception to adolescence in all developmental domains. Presents interactions between child, family, and society within a variety of community and cultural contexts. Examines theories associated with our understanding of children. (3, 0)

**ECE 221**

**Infant/Toddler Care and Education**

Focuses on care, education, and assessment of children from birth to thirty-six months.
Prepares students to utilize developmentally appropriate practices including responsive caregiving, routines as curriculum, importance of relationships with diverse families, and a focus on the whole child in inclusive settings. (3, 0)

**ECE 243**
**Early Childhood Guidance**
Focuses on the effective approaches and positive guidance strategies for supporting the development of all children. Emphasizes supportive interactions and developmentally appropriate environments. Uses assessment to analyze and guide behaviors. Studies impact of families and diversity on child guidance. (3, 0)

**ECE 262**
**Early Childhood Field Experience**
Pre- and co-requisites: ECE 158 Early Childhood Curriculum I, ECE 159 Early Childhood Curriculum II, ECE 170 Child Growth and Development, ECE 221 Infant/Toddler Care and Education, ECE 243 Early Childhood Guidance 2.0 grade point average overall and 2.5 grade point average in Early Childhood courses. Should have taken or be taking pre- and co-requisites during semester of the field experience. Student must hold a current Pediatric First Aid/CPR certification and have taken Mandatory Reporter training.
Supervised experience* in selected early childhood settings serving children ages birth through eight. This course includes integration of theory and developmentally appropriate evidence-based practice. It also provides an understanding of working with culturally, linguistically, and ability-diverse young children and families and emphasizes professional relationships and behavior, appropriate adult/child interactions, basic curriculum planning, and program routines.
*Requires a minimum of 100 hours for two credits of direct work with children, with the remaining contact hours equal to one credit of face-to-face seminar. (1, 0, 0, 8)

**ECE 287**
**Exceptional Learner**
An introductory course designed to provide the student with an overview of the field of special education and the policies and programs established for the education of exceptional students. It includes an analysis of the nature, incidence and characteristics of the students with physical and mental handicaps, the behavior disorders, the talented and gifted and the learning disabled. This course is required for teacher certification in Iowa and Illinois. (3, 0)

**ECE 290**
**Early Childhood Program Administration**
This course addresses the basic principles common to administering high quality early childhood programs. Topics include director’s roles and responsibilities, state and federal regulations, business procedures, staff development and hiring, policy development, fiscal and facility management, marketing, program evaluation, child care advocacy, family and community involvement. (3, 0)

**Economics**

**ECN 110**
**Introduction to Economics**
This course is a presentation of the basic economic problem of scarcity. It is a survey of micro-economics dealing with market behavior and macro-economics dealing with government stabilization policies in the U.S., including international trade. This course is not recommended for students who anticipate a bachelor's degree requiring a two-term sequence in economics. (3, 0)

**ECN 115**
**Personal Finance**
This course is a 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 investments, home ownership, and estate planning. (340:110) (3, 0)

**ECN 120**
**Principles of Macroeconomics**
An introduction to the concepts and terminology of macroeconomics. This course covers national income and national output, money and banking, fiscal and monetary policy, inflation, unemployment, and international trade. (340:220) (3, 0)

**ECN 130**
**Principles of Microeconomics**
An introduction to concepts and terminology of microeconomics. A study of supply and demand, individual consumer and firm behaviors, pricing and the market system, market structure, and the allocation of resources. (340:221) (3, 0)

**ECN 928**
**Independent Study**
A student/instructor designed course intended for concentrated or advanced study.

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

**Education**

**EDU 110**
**Exploring Teaching**
This course is designed to provide guided observation and teacher-aide services in school classrooms. Emphasis is placed on the education theory taught in other teacher-training subjects. Local school systems provide a learning experience to the education/teaching student. Students qualifying for the program will be assigned to selected elementary and secondary schools for practical classroom experience. (3, 0)

**EDU 120**
**Communication, Ethics, and Confidentiality**
Participants will develop skills and strategies to enhance communication and examine situations where professionalism, ethical standards, and confidentiality will guide the correct course of action when working with colleagues, students, parents, and others. (640:130) (2, 0)

**EDU 121**
**Behavior Improvement**
Participants will gain knowledge, skills and strategies to assist, support and maintain the positive social, emotional, and behavioral development of children. (640:131) (2, 0)

**EDU 122**
**Roles and Responsibilities**
Participants will develop skills and strategies to 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 128**
**Behavior Management and Instructional Strategies**
This course provides participants the opportunity to gain knowledge, skills and strategies to assist, support and maintain the positive social, emotional, and behavioral development of children. This course also focuses on developmental
EDU 165  
**Early Childhood: Pre-kindergarten - Grade 3**
Prerequisites: The student must have completed the Level I paraeducator certification process and received paraeducator certificate. This course will provide paraeducators with knowledge and understanding of the behaviors and performances of individual children in the prekindergarten 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**
Prerequisites: 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 210  
**Foundations of Education**
This course is an introduction to professional education providing a historical and philosophical background from which the student can examine his or her own commitment to education. Challenges and issues in education today will be discussed in the context of school organization, funding, curriculum, professionalism, legal issues, and effective teacher characteristics. (3, 0)

EDU 212  
**Educational Foundations**
Study of the structure of American education. What is required for proper schooling and consideration of the role of the teacher. A broad foundation prepares the student for making career choices in school level and subject field. (3, 0)

**EDU 213 Introduction to Education**
Prerequisite: ENG 105 Composition I is highly encouraged. 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 which will enable them to contribute more adequately to the total educational system. Students will be required to complete 15 hours of observation in a K-12 classroom as part of this course. (640:220) (3, 0)

EDU 220  
**Human Relations for the Classroom Teacher**
This course is designed to develop an awareness of the responsibility of educators in establishing educational programs that attempt to develop sensitivity to and understanding of the different cultural/ethnic groups found in a pluralistic society. This course will include a history of the discrimination that many minority groups have encountered in North America and possible educational strategies for dealing with the problems minority groups have encountered in the educational process. (3, 0)

EDU 235  
**Children’s Literature**
This course is a survey of the various types of literature available to children. It provides an introduction to authors and illustrators, as well as background material in the field of children’s literature. (3, 0)

EDU 245  
**Exceptional Learner**
This course provides an overview of special education regulations, policies and programs in educational settings. K-12 pre-service teachers learn the history of special education law, including IDEA and as it applies to NCLB, characteristics of the eight categories of disability per federal and state regulations, characteristics of talent and gifted programs, and basic component of an IEP. This course is a required component for students seeking K-12 teacher state licensure. (3, 0)

EDU 255  
**Technology in the Classroom**
Technology in the Classroom introduces prospective teacher-prep candidates and other interested students to a variety of digital tools and Internet resources along with best practices in the use of tools and technologies for classroom related functions and issues. (3, 0)

EDU 298  
**Independent Study**
A student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (640:299)

EDU 499  
**Special Topics**
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.

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**Electrical Technology**

ELE 110  
**Basic Electrical Fundamentals**
This course will provide a practical introduction to industrial electricity principles as applied to modern industrial, commercial, and institutional electric power systems. The topics covered include electrical flow, Ohm’s Law, electrical drawings, symbols and schematics, information on basic relay, breaker and fuse operation, as well as AC transformers and electric motors. (2, 2)

ELE 116  
**Blueprint Reading**
This course will examine the basic layout of a set of construction drawings and identify the types of lines. Students will be trained to use an architect’s scale, interpret electrical drawings, interpret equipment schedules, and describe the type of information included in electrical specifications. (1, 0)

ELE 155  
**National Electrical Code® I**
This course will focus on a review of the National Electrical Code®. The students will learn the layout of the NEC® and be able to navigate through it quickly. (2, 0)

ELE 156  
**National Electrical Code® II**
Prerequisite: ELE 155 National Electrical Code® I. This course will focus on how to size and select circuit breakers and fuses for various applications. It also covers short-circuit calculations and troubleshooting. The course will examine the NEC® requirements for equipment installed in various hazardous locations. (2, 0)
ELE 172 Fundamentals of Fluid Dynamics
This course introduces hydraulic and pneumatic theory. Subject matter includes hydraulic, pneumatic, pressures, and power sources. (2, 2)

ELE 174 Blueprint Reading II
Prerequisite: ELE 116 Blueprint Reading. This is a training course for those who wish to learn the basic principles of commercial/industrial blueprint reading with a strong emphasis on electrical construction. This course develops an understanding of various rules and guidelines for the makeup of construction blueprints. The prints are then referred to, interpreted, and put into real world applications. (1, 0)

ELE 177 DC Theory
This course will focus on the inter-relationship between current, voltage, resistance, and power in a direct current electric circuit. Series, parallel, and combination circuits will be explored in depth using Ohm’s laws, Kirchoff’s laws and the power wheel. (3, 0)

ELE 178 Introduction to Wiring
This course will focus on the various career paths and/or opportunities in the electrical profession. The different sectors of the electrical industry will be discussed. The course will examine the variety of tasks typically performed by electricians as well as studying the responsibilities and aptitudes of those in the electrical profession. This course will examine the different types of nonmetallic and metallic device boxes available, how to determine the appropriate box for a given application and the appropriate method for mounting device boxes. Identifying and selecting various types and sizes of raceways and fittings will be discussed along with the different methods of installing raceways. Methods of bending and installing conduit will be examined. Finally, the course will examine the allowable ampacity of a conductor for a given application and installing conductors in a raceway system. (1, 8)

ELE 179 Advanced Wiring Systems
Prerequisite: ELE 178 Introduction to Wiring. The course will cover the process of conduit bending using electric and hydraulic benders and the types of bends. Identification, selection, and installation of pull and junction boxes will be discussed. Setting up and planning a cable pulling operation along with learning to install a pull line will be examined. The course will cover the components of a cable tray assembly and how cable enters and exits a cable tray. The preparation of cable ends for terminations and splices and connections using lugs or connectors will be covered. The operation of a circuit breaker and the necessity of overcurrent devices in electrical circuits is an essential part of this course. (1, 8)

ELE 180 Electric Lighting Systems
The course will focus on the characteristics of light, the various types of lamps and the advantages of each type (incandescent, halogen, fluorescent, and high intensity discharge). Selecting and installing lighting fixtures including recessed, surface-mounted, suspended and track-mounted will be discussed. Students will learn to recognize different types of ballasts and describe the operation of basic occupancy sensors, photoelectric sensors and timers. The course will examine the lighting terms lumen, candela-power, and foot-candle. Identifying lighting fixtures and the general lighting pattern produced by each type will be covered. Students will learn to identify the lighting requirements associated with lighting systems used in selected applications such as office buildings, schools, theaters, hazardous areas, etc. (2, 0)

ELE 192 Principles of Motors/Transformers
Prerequisite: ELE 195 Motor Control or instructor approval. This course is designed to introduce the student to the principles of AC and DC motors and their connection and application. Students will also learn about transformers, including single and three phase connection for various voltages and applications. (2, 2)

ELE 195 Motor Control
This course discusses motor controls, components, operation, and service. Students will learn electric relay control of AC and DC motors along with troubleshooting motors in an industrial application. (1, 4)

ELE 197 Advanced Motor Control
Prerequisite: ELE 195 Motor Control. This course is designed to familiarize the student with the circuits and components found in automated control systems. The use of solid state components and programmable controllers will be studied. (1, 4)

ELE 201 AC Fundamentals
Prerequisite: ELE 177 DC Theory or related high school or college DC Theory classes. In this course the students will learn to calculate the peak and effective voltage for AC waveforms as well as the phase relationship between two AC waveforms. The course will examine the voltage and current phase relationship in a resistive AC circuit and the voltage and current transients that occur in an inductive circuit. The course will examine the relationship between voltage and current in the following types of AC circuits: RL, RC, LC, and RLC circuits. Students will learn the functions of basic transformers. The course will focus on grounding and bonding the systems and the equipment related to such. (3, 0)

ELE 207 Residential Electrical Services
The course will focus on the grounding requirements of a residential electrical service, calculating and selecting service entrance equipment, and selecting the proper wiring methods for various types of residences. The course will also cover computing branch circuit load requirements. The types and purposes of equipment grounding conductors and the purpose of ground fault circuit interrupters will be discussed. The course will examine the installation regulations for electrical systems around swimming pools, spas, and hot tubs as well as the rules for installing electric space heating and HVAC equipment. The operation of the following testing equipment will be covered: voltmeter, ohmmeter, clamp-on ammeter, multimeter, meg-ohmmeter, motor and phase rotation testers. (1, 4)

ELE 208 Advanced Controls
Prerequisite: ELE 195 Motor Control. This course will cover the electrical characteristics of solid-state devices and various types of transistors. Motor and HVAC controls will be covered in depth. Class time will be devoted to the operation of heat tracing equipment and de-icing systems. (3, 4)

ELE 212 Industrial Electrical Systems
Prerequisite: ELE 179 Advanced Wiring Systems. This course provides an in-depth study of programmable logic controllers (PLC’s) emphasizing the practical use of the PLC in process and industrial control systems. Applications, testing procedures, and operational aspects of PLC equipment and systems are discussed. This course covers the most common programmable logic controller functions, providing practical examples based on the widely used Allen-Bradley small logic controller (Micrologix series of PLC’s), Wiring and simple programming of a PLC are covered thoroughly. (1, 4)

ELE 213 Commercial Electrical Equipment and Services
Prerequisite: ELE 179 Advanced Wiring Systems. The course discusses switchboards and
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Prerequisites/Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE 214</td>
<td>Commercial Electrical Systems</td>
<td>5</td>
<td>Prerequisite: ELE 213 Commercial Electrical Equipment and Services. The class will focus on calculating loads and amperages for single phase and three phase feeders and calculating loads for various residential and commercial applications including health care facilities. The course will examine various emergency and standby systems. Installation of electrical systems in special locations such as theaters, marinas, carnivals, fairs, swimming pools, etc. will also be discussed. (1, 8)</td>
</tr>
<tr>
<td>ELE 223</td>
<td>Alternative Energy Systems</td>
<td>2</td>
<td>Prerequisite: ENV 154 Introduction to Renewable Energy. This course will provide detailed and accurate coverage of all aspects of alternative energy related to the design, operation, and overall analysis of such systems. The course will examine the applications of the induction generator in alternative sources of energy and covers the practical zeroing criteria for choosing induction generators versus other types of electrical machines. It will also convey new trends in design of wound rotor induction generators and discuss the latest economic and market trends related to induction generator-based renewable systems. (2, 0)</td>
</tr>
<tr>
<td>ELE 230</td>
<td>Calculations of Electrical Systems</td>
<td>3</td>
<td>Prerequisite: ELE 156 National Electrical Code* II or completion of Department of Labor registered apprenticeship program. This course will explain how to calculate branch circuit and feeder loads for various residential and commercial applications. It will cover the various factors involved in conductor selection, including insulation types, current-carrying capacity, temperature ratings, and voltage drop. The course will examine the calculations required to size conductors and overcurrent protection for motor applications. (3, 0)</td>
</tr>
<tr>
<td>ELE 932</td>
<td>Internship</td>
<td>4</td>
<td>This course provides students with opportunities to gain on-the-job experience in the electrical industry. Students will gain an understanding of qualities and skills needed for success in the electrical field. Coordination and guidance will be provided by the department instructor(s). To enroll in Internship, students must have successfully completed the first year electrical technology curriculum. (0, 0, 0, 16)</td>
</tr>
<tr>
<td>ELT 160</td>
<td>Advanced Programmable Logic</td>
<td>5</td>
<td>Prerequisite: ELE 170 Introduction to PLCs or instructor approval. Advanced PLC programming builds upon the ladder logic programming learned in basic PLC. A range of peripheral equipment is integrated with the controller’s logic programming. (2, 6)</td>
</tr>
<tr>
<td>ELT 170</td>
<td>Introduction to PLCs</td>
<td>3</td>
<td>Prerequisite: ELE 110 Basic Electrical Fundamentals. The course explores the principles of control circuits in industrial equipment, how PLCs are programmed and troubleshooting. (2, 2)</td>
</tr>
<tr>
<td>ELT 717</td>
<td>Automated Processes and Robotics</td>
<td>5</td>
<td>Prerequisites: ELE 160 Advanced Programmable Logic and ELT 793 Advanced Fluid Power. Many of today's industrial processes, assembly, and warehousing rely on automation and robotics. Even though this equipment may have reduced manual labor, the human touch is still necessary to make it all work. The course will provide students with the basic skills necessary to install, calibrate, troubleshoot, and repair sophisticated electromechanical devices including programmable logic and motor controls, relays and timers, and hydraulic and pneumatic components. (3, 4)</td>
</tr>
<tr>
<td>ELT 736</td>
<td>Instrumentation and Control</td>
<td>2</td>
<td>Prerequisites: ELT 170 Introduction to PLCs and ELE 192 Principles of Motors/Transformers. This course is designed to explore different types and usage of industrial measurement devices. Instrumentation symbols and terminology is also included. (1, 2)</td>
</tr>
<tr>
<td>ELT 793</td>
<td>Advanced Fluid Power</td>
<td>3</td>
<td>This is an advanced course that covers electronic controls and monitoring of fluid power systems, as well as troubleshooting fluid power systems. (2, 2)</td>
</tr>
<tr>
<td>ENG 013</td>
<td>Basic Writing</td>
<td>3</td>
<td>Introductory course designed to help the student who has difficulty in expressing thoughts clearly and effectively in written communication. Emphasis is on improving writing skills by constant practice. Grammar, sentence structures, and paragraph structures are studied in the context of writing. This course is required of students whose diagnostic or assessment scores indicate a need for preparatory work in composition. (0, 0)</td>
</tr>
<tr>
<td>ENG 020</td>
<td>Fundamentals of Writing</td>
<td>3</td>
<td>This course provides the student with an opportunity to learn and practice basic writing skills. Topics include paragraph development, summary and reaction papers, and correct grammar usage. This course emphasizes paragraph development. Students may use this course to prepare for BUS 121 Business Communications (Business), ENG 101 Elements of Writing, COM 724 Employment Communications, ENG 105 Composition I, and other courses requiring writing skills. (090:134) (3, 0)</td>
</tr>
<tr>
<td>ENG 035</td>
<td>Writing Strategies</td>
<td>3</td>
<td>Writing Strategies is a developmental writing course designed to prepare students for success in college-level writing. Confidence and skill are built as students write and revise different types of paragraphs while learning to organize writing to support main ideas. A review of grammar, punctuation rules, and sentence structure is included in the course. (3, 0)</td>
</tr>
<tr>
<td>ENG 040</td>
<td>Communication Skills I</td>
<td>1</td>
<td>This individualized course is designed to help students improve their written communication skills by reviewing grammar, capitalization, punctuation, spelling, vocabulary, and basic composition and writing skills. (090:130) (1, 0)</td>
</tr>
</tbody>
</table>
| ENG 041     | Communication Skills II                         | 1       | Prerequisite: ENG 040 Communication Skills I. This is a continuation of ENG 040. This individualized course is designed to help students improve their written communication skills by reviewing grammar, capitalization,
ENG 042
Communication Skills III
Prerequisite: ENG 041 Communication Skills II. This is a continuation of ENG 041. This individualized course is designed to help students improve their written communication skills by reviewing grammar, capitalization, punctuation, spelling, vocabulary, and basic composition and writing skills. (090:132) (1, 0)

ENG 043
Communication Skills IV
Prerequisite: ENG 042 Communication Skills III. This is a continuation of ENG 042. This individualized course is designed to help students improve their written communication skills by reviewing grammar, capitalization, punctuation, spelling, vocabulary, and basic composition and writing skills. (090:133) (1, 0)

ENG 101
Elements of Writing
This course is designed to develop students' fluency in communication. Students will be provided additional writing practice in a workshop format beyond the foundations provided by high school or basic English courses. The course will feature intensive writing practice using practical scenarios likely to be 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
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. Research documentation is introduced. (400:110) (3, 0)

ENG 106
Composition II
Prerequisite: ENG 105 Composition I. This course is intended to build upon the skills students develop in ENG 105 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 ENG 105 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 111
Technical Writing
This course prepares the student in the areas of written and oral communication for professional situations. Instruction includes approaching writing rhetorically, employing techniques in document design, and style of career-related communication. This course will emphasize effective professional communication in real-world applications. (3, 0)

ENG 221
Creative Writing
Creative Writing is designed for those who enjoy writing and desire to learn how to structure and publish varied genre within fiction, nonfiction, and poetry. (400:215) (3, 0)

ENG 238
Creative Writing: Non-Fiction
Prerequisites: ENG 105 Composition I, ENG 221 Creative Writing, or instructor approval. A writing workshop for students' nonfiction: personal essays, memoir, nature writing, literary journalism, or other subgenre of the craft. Class time devoted to reading and responding to classmates' work, discussing published nonfiction and the writing craft. Homework devoted to drafting and revising and to reading and responding to published nonfiction in a variety of subgenres. (3, 0)

ENG 928
Independent Study
A student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (800:299)
Special Topics
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.

Non-Intensive English as a Second Language (ESL)

ESL 012 ESL Listening/Speaking
This course is intended to give students exposure to the English language. Major emphasis is on practicing verbal and auditory skills through visuals and activities. Basic competencies and very simple functions and structures are taught. Students are given the opportunity to use their new language in meaningful contexts. (090:090) (3, 0)

Exercise Science

EXS 101 Introduction to Exercise Science
This introductory course will provide the student with a general overview of the disciplines, professions, and research areas associated with the field of exercise science. The basic history, philosophy, theory, educational pathways and career options will be examined. (3, 0)

EXS 216 Foundations of Strength and Conditioning
This course involves the understanding of strength development and the scientific foundations of the body's adaptation to overload stressors. This course is designed to review the scientific and practical information and present the information in a logical manner. It bridges the gap between scientific study and professional practice and is aimed at coaches, athletes, personal trainers, fitness instructors, and students preparing for a career in a strength and conditioning field. (3, 0)

Finance

FIN 121 Personal Finance
This course is an overview of personal finance planning with emphasis in the areas of personal money management, budgeting, taxes, investments, and risk. This course also covers the process of buying/leasing autos and purchasing a home. Students are introduced to issues relating to credit management and insurance products as well. (3, 0)

Foreign Language-French

FLF 141 Elementary French I
Introductory course for those with no prior background. Students become acquainted with the sounds and structure of French emphasizing useful vocabulary and development of basic conversational skills. Practice supplemented by regular lab activities. (4, 0)

FLF 142 Elementary Spanish II
Prerequisite: FLS 141 Elementary Spanish I or equivalent. This is a continuation of Elementary Spanish I. (One year of high school Spanish is equal to one semester of college Spanish.) (760:111) (4, 0)

FLS 231 Intermediate Spanish I
Thorough review of essential Spanish grammar. Further develops reading, writing, listening, and speaking skills through extensive speaking and writing situations and reading of Spanish literature. Expands on cultural aspects of the Spanish-speaking world. (3, 0)

FLS 232 Intermediate Spanish II
Prerequisite: FLS 231 Intermediate Spanish I. This course further develops the skills learned in FLS 231 in reading, writing, listening and interpreting Spanish. The course expands the knowledge of culture and customs of the Spanish-speaking world.

Foreign Language-German

FLG 141 Elementary German I
In this course, emphasis is on pronunciation and the basic structure of the German language. (4, 0)

FLG 142 Intermediate German I
In this course, emphasis is on pronunciation and the basic structure of the German language. (4, 0)

FLG 143 Advanced German I
This course continues the development of the skills taught in Elementary German I. (4, 0)

Foreign Language-Spanish

FLS 141 Elementary Spanish I
The development of the skill of listening, speaking, writing, and reading within the context of Hispanic culture. Elementary Spanish I is for students who have no knowledge of Spanish or less than one year of high school Spanish. (760:110) (4, 0)

FLS 142 Elementary Spanish II
Prerequisite: FLS 141 Elementary Spanish I or equivalent. This is a continuation of Elementary Spanish I. (One year of high school Spanish is equal to one semester of college Spanish.) (760:111) (4, 0)

FLS 231 Intermediate Spanish I
Thorough review of essential Spanish grammar. Further develops reading, writing, listening, and speaking skills through extensive speaking and writing situations and reading of Spanish literature. Expands on cultural aspects of the Spanish-speaking world. (3, 0)

FLS 232 Intermediate Spanish II
Prerequisite: FLS 231 Intermediate Spanish I. This course further develops the skills learned in FLS 231 in reading, writing, listening and interpreting Spanish. The course expands the knowledge of culture and customs of the Spanish-speaking world.

Geography

GEO 121 World Regional Geography
A geographic survey of nations and continents with emphasis on important physical characteristics of the major regions of the world. Attention is devoted to their demographic, economic, political, and cultural development with each other. The course covers physical and cultural geography as well as basic geographical literacy. The human impact on the environment and growing problems of resources are discussed. (500:110) (3, 0)

Global Studies

GLS 100 Contemporary World Issues
This course is an interdisciplinary approach to the study of issues effecting life in the modern world. It identifies topical areas to study as background to major contemporary issues. Typical areas of discussion will be ecology, world economy, resource utilization, and comparative cultures among others. Instruction will be primarily discussion oriented and will utilize guest lectures, outside reading and projects, and limited lecture. (3, 0)
# Graphic Communications

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRA 112</td>
<td>Introduction to Printing Technologies</td>
<td>3</td>
</tr>
<tr>
<td>GRA 131</td>
<td>Digital Layout</td>
<td>3</td>
</tr>
<tr>
<td>GRA 137</td>
<td>Digital Design</td>
<td>3</td>
</tr>
<tr>
<td>GRA 151</td>
<td>Web Design</td>
<td>3</td>
</tr>
<tr>
<td>GRA 173</td>
<td>Typography</td>
<td>3</td>
</tr>
</tbody>
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## Health Information Technology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>HIT 170</td>
<td>Principles of Human Disease</td>
<td>3</td>
</tr>
<tr>
<td>HIT 301</td>
<td>Electronic Health Records</td>
<td>3</td>
</tr>
<tr>
<td>HIT 370</td>
<td>Health Records in Acute Care</td>
<td>3</td>
</tr>
</tbody>
</table>

## Health Sciences

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 105</td>
<td>Introduction to Health Occupations</td>
<td>1</td>
</tr>
</tbody>
</table>
给定的文本内容包括医学词汇的前缀、后缀和根词的使用。将注意力放在医学术语的理解上。医学术语是医学领域的语言。本课程旨在利用团队动态和沟通技术，研究不同文化中的医学词汇、实践不同文化中的冲突，以及在医疗保健和策略中提供有效的、协作式的团队结果。本课程提供学生了解医学术语的概念和实践，以帮助识别药物的名称和分类。本课程将提供学生学习药物作用和治疗的理论框架；并根据声音相似的药物辨别药物；理解副作用、过敏反应和其他药物的副作用；以及处理各种当前的医疗问题。本课程将探索文化、政治、文学、艺术、建筑和科学的整合。本课程探讨了从我们的两河流域文明到大约1450年的欧洲历史，包括伊斯兰教在中东地区的历史，以及其他国家和地区的历史。本课程将讨论伊斯兰教的冲突中，从实践的绝对主义到启蒙时代的思想革命。本课程也讨论了从一战到随后的事件、世界大战和冷战的文明。本课程提供学生了解药物作用和治疗的理论框架；并根据声音相似的药物辨别药物；理解副作用、过敏反应和其他药物的副作用；以及处理各种当前的医疗问题。本课程也讨论了伊斯兰教的冲突。本课程将探讨文化、政治、文学、艺术、建筑和科学的整合。本课程探讨了从我们的两河流域文明到大约1450年的欧洲历史。本课程提供学生了解药物作用和治疗的理论框架；并根据声音相似的药物辨别药物；理解副作用、过敏反应和其他药物的副作用；以及处理各种当前的医疗问题。
HIS 201
Iowa History
This course explores the cultural, political, literary, and economic aspects of Iowa’s history from the 1700’s to the present day. Such topics as prairies, pioneers, prohibition, ethnic patterns and diversity, and the world wars will be discussed. (520:130) (3, 0)

HIS 211
Modern Asian History
This course surveys the historical, geographical, and economic context of the development of the Pacific Basin region: Northeast Asia (China, Japan, Korea, Russia, and the Far East), Southeast Asia (Laos, Kampuchea, Vietnam, Thailand, Myanmar, and Indian). Examines issues such as modernity versus traditional; the conflict between east and west, political authority and economic growth; the United States in the Pacific; and cultural differences of each individual group of people. (3, 0)

HIS 224
Nazi Germany
“Nazi Germany” is a survey of the origins and development of the National Socialist German Workers Party (NSDAP), the foreign policies of Adolph Hitler which led to WWll, and the implementation of the Holocaust. (3, 0)

HIS 231
Contemporary World Affairs
This course is designed to be a study of current events viewed in their historical context. Emphasis is placed on global politics, domestic issues, and cultural developments. (3, 0)

HIS 253
American Indian History and Culture
This course surveys American Indian history and culture in what is now the United States from pre-Columbian times up to the present. Topics include: pre-Columbian America; Spanish, English, and French invasions; Indians and the colonial period; Indian Removal; Indians and American expansion in the Far West; the reservation system; allotment and federal Indian education; the Indian New Deal; termination; relocation; the growth of urban Native America; Indian militancy, cultural accommodation and revitalization; and the ongoing struggle for sovereignty. This course will challenge you to learn about cultural and historical perspectives often unfamiliar to non-Indians and to discern the Indian point of view for better understanding of the full perspective of Indian history and culture. (3, 0)

HIS 257
African American History
This course is designed as a survey of major events and issues in the history of African Americans from the end of slavery to the present. (520:222) (3, 0)

HIS 266
The Civil War
This course is an economic, social, political and cultural survey of the events surrounding the American Civil War, and how they relate to contemporary events. (3, 0)

HIS 268
American Experience in Vietnam
A survey of the 2,000-year history of Vietnam, the French Indochina War and U.S. involvement, the military role, the view from those who participated and discussion of the consequences of American participation in the Asian conflict. The conflict will be viewed within the context of the Cold War and explore the events, attitudes and political scene leading up to the United States’ commitment in Southeast Asia. Exploration of the anti-Vietnam War movement will also take place. (520:223) (3, 0)

HIS 271
American Frontier History
This course provides an introduction in North American frontier history. It is important to always remember that a frontier has two sides. The field includes alterations and interactions among European Americans and Native Americans along contested regions, frontiers, and borders. Sovereignty, trade, and culture of British, French, and British imperial powers play important roles in this course. Native American groups are included as well as the moving borders of American, Canadian, and Mexican governments. The course textbook is a slim volume which will be augmented with essays available to all students at the online library. Among the topics investigated include territorial conquest, European-Indian relations, imperial conflict, colonialism, gender relations, racial formation, slavery, captivity, and citizenship. (3, 0)

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

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

Human Services

HSV 140
Social Work and Social Welfare
This course is an introduction to the field of social services. The services will be examined in terms of the problems addressed and society values that define the issue as a problem. The course will look at policies appropriate to deal with the problem and the effectiveness of the services in dealing with the problem. (3, 0)

HSV 293
Substance Abuse Treatment and Planning
This course is designed to introduce students to a multidimensional approach to assessment in making objective patient placement decisions for various levels of care for the treatment and care of substance-related disorders. This course will help prepare students for their practicum experience as recommended by the Substance Abuse Advisory Board. (3, 0)

Humanities

HUM 110
Changes and Choices
This course offers student an opportunity to explore ways in which the Humanities are integral in their personal and work lives, especially as they face change and make decisions. (3, 0)

HUM 135
Humanities of the Early World
This course is an integrated humanities course that surveys the major cultural achievements and ideas of Western civilization from Ancient Greece through the Middle Ages. Art, architecture, music and drama are presented as they reflect the society and world view of the eras studied. (3, 0)
HUM 136 Humanities of the Renaissance
This is an integrated humanities course which surveys the major cultural achievements and ideas of Western civilization from the Renaissance through the 18th century. Art, architecture, music and drama are presented as they reflect the society and the world view of the eras studied. (3, 0)

HUM 137 Humanities of the Modern World
This is an integrated humanities course that surveys the major cultural achievements and ideas of Western civilization from the 19th century through the early 21st century. Art, architecture, music and drama are presented as they reflect the society and the world view of the eras studied. (3, 0)

HUM 164 Non-Western Culture-Japan
This course is a comprehensive overview of Japanese culture based upon the study of history, geography, religion, customs, values, art, literature, sports, 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. (520:226) (3, 0)

HUM 183 Living with Space, Time and Technology
This course will explore human values and individual beliefs within a constantly changing environment, community relationships, technological networks, the ethical dimensions of work and a meaningful personal lifestyle. (3, 0)

HUM 220 Mythology
Provides an understanding of the role of mythology in human history throughout the world. The relationships among myth, religion, and culture are explored. (3, 0)

Industrial Technology

IND 114 General Industry Safety
This course provides instruction on general industry safety and health topics. The course will provide students with the knowledge to recognize the hazards of the workplace and to work safely in or around such hazards. (1, 0)

IND 134 Print Reading
This course presents an overview of methods used in presenting and interpreting a variety of industrial blueprints and schematics. Topics will include engineering drawings in machine and electrical fields, construction blueprints, including structural, fabrication, and erection drawings and piping drawings. (2, 0)

IND 159 Bearings and Lubrication
A study of friction, force, and lubrication of industrial equipment, preventive maintenance, troubleshooting, and replacement of bearings. (2, 0)

IND 180 Industrial Heating and Cooling
This course is designed to provide basic knowledge and skills to work on and troubleshoot heating, ventilation, air handling, and refrigeration systems. (2, 0)

IND 185 Predictive and Preventative Maintenance
This course will involve skill development in advanced mechanical maintenance procedures. The students will learn techniques in preventative and predictive maintenance operation. The application of laser alignment, thermography, vibration and oil analysis, and other functions will be discussed. (2, 0)

IND 192 Industrial Pumps
This course provides basic pump fundamentals/terminology and maintenance and replacement of pump seals, bearings, and start-up procedures. (1, 0)

IND 195 Mechanical Drives
The selection, installation, use, maintenance, and troubleshooting of mechanical drives. (3, 0)

Literature

LIT 101 Introduction to Literature
As a study of the nature and purpose of literature in our culture, this course will include reading, discussion, and evaluation of literary works including short stories, drama, and poetry from different countries and different time periods. (400:120) (3, 0)

LIT 105 Children's Literature
This course is a survey of the various types of literature available to children. It provides an introduction to authors and illustrators as well as background material in the field of children's literature. (400:240) (3, 0)

LIT 110 American Literature to Mid-1800's
This course will provide the student with a general overview of American literature from the pre-Revolution 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 explain how the literature of a nation reflects the popular culture of its time. (400:230) (3, 0)

LIT 111 American Literature since Mid-1800's
This course will provide the student with a general overview of American literature from the Civil War 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 explain how the literature of a nation reflects the popular culture of its time. (400:231) (3, 0)

LIT 130 African American Literature
This literature course is an introduction to the study and appreciation of literature written by African-American writers. Students will be introduced to important movements in African American literature such as: the Harlem Renaissance, civil rights era, and slave narratives. A broad range of Black American authors will be presented throughout the semester. In order to provide a wide view of the contribution of African American writers in literature, various subgenres will be studied (children's literature, young adult literature, non-fiction, and contemporary fiction). (3, 0)

LIT 140 British Literature I
This course features representative readings in British Literature from the time of Beowulf until the eve of the Romantic movement. The course examines leading works in British Literature in their social, economic, and political context. Further, the course reflects the development of different genres over the years, including changes in poetry, drama, myth, legend, romance, and the origins of the novel. (400:250) (3, 0)
LIT 141  
**British Literature II**
This course features representative readings in British Literature from about 1800 to about 1950. The course examines leading works in their social, economic, and political context. Further, the course follows changes in styles of poetry, drama, and romance and traces the rise and development of the British novel as a form of literature. (400:251) (3, 0)

LIT 150  
**World Literature I**
Prerequisites: ENG 105 Composition I and LIT 101 Introduction to Literature. This course is a survey of writers of the Western and the Eastern worlds from the ancient Greeks through the Early Modern Period, considered in the social and intellectual contexts of the periods. (3, 0)

LIT 161  
**The Short Story**
This literature course introduces students to the elements of short fiction and the historical development of the form. Emphasis is placed upon critical thinking and clear, coherent oral and written presentations based upon an analysis and reaction to the fiction read by students. (400:130) (3, 0)

LIT 177  
**Dramatic Literature**
This course explores drama as a form of literature. Several significant plays are studied as literature in a thematic context that includes plays from Ancient Greece to late Twentieth Century America. Students will read, discuss, write about, and interpret the plays in their contexts. (3, 0)

LIT 178  
**Mythological and Biblical Literature**
Every culture tells stories of where we came from, who we are, and how we should act toward each other. An understanding of various world mythologies, especially Greek and Roman, and of some basic stories from the Bible, is vital for understanding and appreciating much of the world’s literature and art. This course will examine these early oral stories as pieces of literature and how Western culture has referred to these stories. (3, 0)

LIT 184  
**Young Adult Literature**
This literature course is a study in the genre known as Young Adult Literature (YAL). Students will learn the history of the genre, tropes of the genre, and will be able to experience the many sub-genres that exist within YAL. Currently, YAL is read by both adults and young adults and has become known as cross-over literature. As such, this class will familiarize students with many YAL texts, and the readers who enjoy them, and also challenge them in the critical analysis of a genre that is read (for the most part) by people forming their identities. This course is especially helpful for students looking to become secondary teachers. (3, 0)

LIT 185  
**Contemporary Literature**
This course focuses on works written since World War II. The effects of culture, environment and mass media on literature and its four major genres (short fiction, poetry, novel and drama) are explored in detail through critical reading and writing. (3, 0)

LIT 210  
**The Graphic Novel**
This course explores an emerging new form of literature, what some have simply called in the past “comic books.” These texts are complex visual-textual artifacts, addressing issues on identity, gender, race, religion, politics, and history. This course will study the evolution of the graphic novel, from the “funnies” to a respected form of literature. Literacy techniques and theories will be used to analyze the multiple genres of the graphic novel (adventure, fantasy, fiction and nonfiction, horror, mystery, sci-fi, and superhero). Special emphasis will be placed on image reading, exploring visual language, and rhetoric—an important 21st century skill. (3, 0)

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

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

**Medical Assistant**

MAP 402  
**Medical Law and Ethics**
This course introduces principles of medical law, medical ethics, and bioethics. It will emphasize the function of law and ethical issues as they apply to the medical environment. (2, 0)

**Mathematics**

MAT 041  
**Basic Math**
This course provides the student with an opportunity to build a solid foundation of basic math skills. Topics covered include whole numbers, fractions, decimals, ratio and proportions, percents, and applications for business and consumers. Students may use this course to prepare for MAT 743 Technical Math, BUS 110 Business Math and Calculators, MAT 052 Pre-Algebra, standardized tests, and general consumer applications. (090:124) (3, 0)

MAT 052  
**Pre-Algebra**
Prerequisite: Recommended by COMPASS/ACCUPLACER score. 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 054  
**Math Strategies**
Developmental studies course that reviews whole numbers, integers, fractions, decimals, percents, ratios, proportions, and graphing utilizing basic algebra. (3, 0)

MAT 062  
**Elementary Algebra**
Prerequisite: Recommended COMPASS/ACCUPLACER 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 063  
**Elementary Algebra**
Prerequisite: Appropriate COMPASS/ACCUPLACER score. This course is designed
to provide students with an introduction to basic algebra. Topics include signed numbers, exponents, algebraic expressions, polynomials, roots and radicals, factoring, linear equations and inequalities, systems of equations, graphing, and applications. (4, 0)

MAT 080  
Math Skills I
This individualized course is designed to help the student improve math skills in everyday life and in specialized areas. The primary goals are to assure understanding of mathematical concepts and to practice the skills necessary to improve proficiency in using them. Attention is given to the unique needs of individual students. (090:120) (1, 0)

MAT 081  
Math Skills II
Prerequisite: MAT 080 Math Skills I. This is a continuation of MAT 080. This individualized course is designed to help the student improve math skills used in everyday life and in specialized areas. The primary goals are to assure understanding of mathematical concepts and to practice the skills necessary to improve proficiency in using them. Attention is given to the unique needs of individual students. (090:121) (1, 0)

MAT 082  
Math Skills III
Prerequisite: MAT 081 Math Skills II. This is a continuation of MAT 081. This individualized course is designed to help the student improve math skills used in everyday life and in specialized areas. The primary goals are to assure understanding of mathematical concepts and to practice the skills necessary to improve proficiency in using them. Attention is given to the unique needs of individual students. (090:122) (1, 0)

MAT 083  
Math Skills IV
Prerequisite: MAT 082 Math Skills III. This is a continuation of MAT 082. This individualized course is designed to help the student improve math skills used in everyday life and in specialized areas. The primary goals are to assure understanding of mathematical concepts and to practice the skills necessary to improve proficiency in using them. Attention is given to the unique needs of individual students. (090:123) (1, 0)

MAT 101  
Intermediate Algebra
Prerequisite: One year of high school algebra 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 102  
Intermediate Algebra
Prerequisite: MAT 063 Elementary Algebra. This course is applicable only to students who have basic knowledge of algebra. Reinforcement of topics from elementary algebra stressing problem solving, drills, conclusions obtained from graphs and other data, and a substantial expansion of radical equations. New topics are variations, exponential functions and logarithms, and quadratic equations. (4, 0)

MAT 104  
Applied Math Topics
Prerequisite: MAT 082 Math Skills III. This is a continuation of MAT 081. This individualized course is designed to help the student improve math skills used in everyday life and in specialized areas. The primary goals are to assure understanding of mathematical concepts and to practice the skills necessary to improve proficiency in using them. Attention is given to the unique needs of individual students. (090:124) (1, 0)

MAT 107  
College Algebra
Prerequisite: Recommended COMPASS/ACCUPLACER score or MAT 101 Intermediate Algebra. Topics include: the real and complex number systems and Cartesian coordinate system. Additional concepts include polynomial, exponential, and logarithmic functions as well as matrix algebra, systems of equations, conic sections and sequences and series. (900:160) (3, 0)

MAT 108  
College Algebra
Prerequisite: MAT 102 Intermediate Algebra. This course addresses linear functions and inequalities, quadratics, conics, polynomials and rational functions, exponential and logarithmic functions, linear systems, matrices and determinants. Additional topics may include sequences, series, permutations, combinations, and probability. (4, 0)

MAT 109  
College Algebra and Trigonometry
Prerequisite: Recommended COMPASS/ACCUPLACER score or MAT 101 Intermediate Algebra. Topics include: the real and complex number systems and Cartesian coordinate system, also polynomial, exponential, logarithmic, and trigonometric functions, matrix algebra, systems of equations, conic sections, and sequences/series. (900:180) (5, 0)

MAT 110  
Math for Liberal Arts
Prerequisite: Two years of high school algebra or MAT 101 Intermediate Algebra or recommended COMPASS/ACCUPLACER score. Students will use critical thinking in their study of logic, sets, and statistical reasoning. Students will perform problem-solving and decision-making by studying probability and application of statistical data, modeling, and financial mathematics. Abuses of mathematical data, the history of mathematics, and applications of mathematics in art, music, business, and politics will also be surveyed. (3, 0)

MAT 111  
Math for Liberal Arts
Prerequisite: MAT 102 Intermediate Algebra. This course provides a broad mathematical knowledge to calculate, analyze, and solve day-to-day problems. Topics include number theory and the real number system, algebra, graph and data interpretation, calculator usage, mathematical reasoning process, problem solving techniques, probability and statistics, geometry, and consumer mathematics. (4, 0)

MAT 112  
Trigonometry and Analytic Geometry
Prerequisite: Recommended COMPASS/ACCUPLACER 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 140 Finite Math
This course is designed for students studying business, and some of the social and life sciences. Topics covered in this course include sets, functions, finance, matrices, systems of linear equations, linear programming, exponential and logarithmic functions, and sequences and series. A graphing calculator is required. (3, 0)

MAT 150 Discrete Math
This course is designed to introduce you to topics and concepts in discrete mathematics. Discrete mathematics is that part of mathematics dealing with finite but often large sets of objects. Discrete mathematics is to be contrasted with continuous mathematics, for example the classical theory of calculus. Its rise in popularity coincides with the rise of the computer. Topics covered in this class include logic and methods of proof, sets, relations, functions, recursion, induction, and counting principles. (3, 0)

MAT 156 Statistics
Prerequisite: Recommended COMPASS/ACCUPLACER score or MAT 127 College Algebra and Trigonometry. This course provides a foundation for statistical concepts and procedures that can aid the student as both a consumer and producer of statistical information. The course emphasizes descriptive and inferential statistical methods, probability, estimation, hypotheses testing and linear regression. Students are introduced to technology as it applies to introductory statistical methods. (900:130) (3, 0)

MAT 165 Business Calculus
Prerequisite: MAT 120 College Algebra or MAT 121 College Algebra. This course is designed for students in business, social sciences, or life sciences. Topics include limits, derivatives, applications of the derivative related to business, social science, and the life sciences, integration, and applications of the integral related to business, social science, and the life sciences. (3, 0)

MAT 210 Calculus I
Prerequisite: Recommended COMPASS/ACCUPLACER score or MAT 127 College Algebra and Trigonometry. This course continues where MAT 127 College Algebra and Trigonometry left off. Topics will include, but are not limited to: limits and continuity, derivatives, applications of derivatives, and integration. (900:222) (4, 0)

MAT 216 Calculus II
Prerequisite: MAT 210 Calculus I. This course studies transcendental functions, techniques of integration, infinite series, conic sections, parameterized curves, and polar coordinates. (900:242) (4, 0)

MAT 219 Calculus III
Prerequisite: MAT 216 Calculus II. This course studies vectors, vector-valued functions and motion in space, partial derivatives, multiple integrals, and integration in vector fields. (900:252) (4, 0)

MAT 225 Differential Equations
Prerequisite: MAT 219 Calculus III. This course studies elementary theory and applications of ordinary differential equations, matrices and solutions of linear equations, eigenvalue methods for systems of linear differential equations. (900:262) (3, 0)

MAT 743 Technical Math
Applied mathematic skills are reviewed and concepts in measurement, basic algebra, graphs, geometry, and trigonometry are covered. (900:093) (3, 0)

MAT 772 Applied Math
This course covers all fundamental arithmetic concepts and more routine algebraic operations. Arithmetic concepts are fractions, percentages, graphing, decimals, ratios, world problems, metrics, areas, and volumes. Algebraic work includes solving simpler equations, proportions, and formula rearrangement. (3, 0)

MAT 928 Independent Study
A student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (900:299)

MAT 949 Special Topics
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students. (900:222) (4, 0)

MGT 101 Principles of Management
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
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)

MGT 130 Principles of Supervision
This course places emphasis on the managerial directing functions, including the necessary supervisory qualities, duties and responsibilities. Attention is also given to contemporary supervisory approaches to supervision; the supervisor’s relationship to the total management environment; self-management; and the supervisor’s relationship to the individual employee and the work group. (3, 0)

MGT 170 Human Resource Management
This course is a combination of theoretical and practical approaches to human resource
management. Topics include, but not limited to, job design, employee selection, employee development, employee appraisal, and employee termination. Federal statutes relating to EEO, Affirmative Action, OSHA, and Labor Unions are explored. Employee compensation and fringe benefits packages are also discussed. (3, 0)

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

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

## Marketing

MKT 110  
Principles of Marketing  
An introduction 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 150  
Principles of Advertising  
This course explores the communication element of the marketing mix. It covers topics of advertising, personal selling, publicity/public relations, and direct marketing. (3, 0)

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

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

## Music-Applied

MUA 101*/MUA 102*  
Applied Voice/Applied Voice II  
One half-hour private lesson weekly. Emphasis is placed on music fundamentals, the development of range, understanding note values, articulation, dynamic control, tone production, and the development of music reading skills. This is accomplished by a thorough study of technical material, etudes, and solo literature. Additional out-of-class practice time is required. (780:234) (0, 2)

MUA 112*  
Applied Piano/Applied Piano II  
One half-hour private lesson weekly. Emphasis is placed on music fundamentals, the development of range, understanding note values, articulation, dynamic control, tone production, and the development of music reading skills. This is accomplished by a thorough study of technical material, etudes, and solo literature. Additional out-of-class practice time is required. (780:150) (0, 2)

MUA 113  
Vocal Improvisation  
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 115*  
Vocal Jazz Workshop  
This workshop will introduce and further student knowledge of vocal jazz and choral music. In addition, the ability to sing and improvise with a rhythm section will also be a significant component of the workshop. The class will also cover jazz theory, history, and rehearsal techniques.

MUA 116*/MUA 117*  
Applied Jazz Voice/Applied Jazz Voice II  
One half-hour private lesson weekly. Covers vocal technique and literature. Primary emphasis is on the development of student vocal capacity and creativity. Additional out-of-class practice time is required. (780:145) (0, 2)

MUA 120*/MUA 220*  
Applied Piano/Applied Piano II  
One half-hour private lesson weekly. The study of classical piano technique and literature. Students perform regularly in student recitals. Additional out-of-class practice time is required. (780:152) (0, 2)

MUA 124*/MUA 298*  
Applied Guitar/Applied Guitar II  
One half-hour private lesson weekly. Emphasis is placed on music fundamentals, the development of range, understanding note values, articulation, dynamic control, tone production, and the development of music reading skills. This is accomplished by a thorough study of technical material, etudes, and solo literature. Additional out-of-class practice time is required. (0, 2)

MUA 128*/MUA 228*  
Applied String Bass/Appplied String Bass II  
One half-hour private lesson weekly. Emphasis is placed on music fundamentals, the development of range, understanding note values, articulation, dynamic control, tone production, and the development of music reading skills. This is accomplished by a thorough study of technical material, etudes, and solo literature. Additional out-of-class practice time is required. (0, 2)

MUA 136  
Jazz Keyboard I  
Co-requisite: MUS 180 Arranging I. Designed to develop keyboard, ear, and writing facility by playing standard chord progressions and songs in effective voicing in all keys; covers the line of fifths, using 9th, 11th, and 13th chords, suspensions, and harmonic embellishments. (780:120) (2, 0)

MUA 137  
Jazz Keyboard II  
Prerequisite: MUA 136 Jazz Keyboard I. Co-requisite: MUS 181 Arranging II. 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 13th chords, suspensions, and harmonic embellishments. (780:121) (2, 0)

MUA 138*/MUA 238*  
Applied Jazz Piano/Applied Jazz Piano II  
One half-hour private lesson weekly. The study of advanced harmonic and melodic materials employed in contemporary jazz piano performance. Additional out-of-class practice time is required. (780:162) (0, 2)

MUA 139*  
Solo Jazz Performance and Literature I  
This course 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) (1, 0)

MUA 143*/MUA 144*  
Applied Brass/Appplied Brass II  
One half-hour private lesson weekly. Emphasis is placed on music fundamentals, the development of range, understanding note values, articulation, dynamic control, tone production, and the development of music reading skills. This is accomplished by a thorough study of technical material, etudes,
and solo literature. Additional out-of-class practice time is required. (780:156)(0, 2)

MUA 170*/MUA 171*  
Applied Woodwinds/Applied Woodwinds II
One half-hour private lesson weekly. Emphasis is placed on music fundamentals, the development of range, understanding note values, articulation, dynamic control, tone production, and the development of music reading skills. This is accomplished by a thorough study of technical material, etudes, and solo literature. Additional out-of-class practice time is required. (780:154)(0, 2)

MUA 180*/MUA 181*  
Applied Percussion/Applied Percussion II
One half-hour private lesson weekly. Emphasis is placed on music fundamentals, the development of range, understanding note values, articulation, dynamic control, tone production, and the development of music reading skills. This is accomplished by a thorough study of technical material, etudes, and solo literature. Additional out-of-class practice time is required. (780:158)(0, 2)

MUA 236  
Jazz Keyboard III
Prerequisite: MUA 137 Jazz Keyboard II. Co-requisite: MUS 280 Arranging III. This course 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)(2, 0)

MUA 237  
Jazz Keyboard IV
Prerequisite: MUA 236 Jazz Keyboard III. Co-requisite: MUS 281 Arranging IV. Explores 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. (780:221)(2, 0)

MUA 239*  
Solo Jazz Performance and Literature II
Continuation of MUA 139 Solo Jazz Performance and Literature I. Emphasis is on the creative 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. (780:230)(1, 0)

MUA 928  
Independent Study
A student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (780:299)

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

*M Indicates courses are repeatable once. Second level can only be taken if student successfully passed first level twice.

Music-General

MUS 100  
Music Appreciation
This course will help the student learn how to listen to music, to make sense of what he/she hears, and increase his/her perceptive powers. The course covers the changing musical scene from the Renaissance to the present. (780:110)(3, 0)

MUS 102  
Music Fundamentals
This course offers a background in the fundamentals of music and introduction to the basic fundamentals of sight singing, and simple piano chording. The course provides the necessary prerequisites for the first year music theory course for music majors and elementary music methods for elementary teachers. (780:210)(3, 0)

MUS 103  
Music Fundamentals II
This course is a continuation of MUS 102 Music Fundamentals. This course offers a background in 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
This course is an introduction, via analysis and written assignments, to tonal harmony that 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
Prerequisite: MUS 102 Music Fundamentals. 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
This course 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 in various styles. (780:114)(2, 0)

MUS 131  
Aural Skills II
A continuation of MUS 130 Aural Skills I. This course continues 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 in various styles. (780:115)(2, 0)

MUS 140*/MUS 141*  
Concert Choir/Concert Choir II
The study and performance of traditional choral literature. Emphasis is on developing stylistic awareness, aesthetic sensitivity, and a mature musicianship in each singer. The choir performs regionally and on extended concert tours. (780:170)(0, 2)

MUS 145*  
Concert Band
The study and performance of traditional wind band literature. Emphasis is on developing stylistic awareness, aesthetic sensitivity, and a mature musicianship in each player. (The band is open to students and to members of the community and performs at least one concert each semester.) (780:290)(0, 2)

MUS 157*/MUS 227*  
Vocal Jazz Ensemble/Vocal Jazz Ensemble II
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 163*/MUS 182* 1
Instrumental Jazz Ensemble/Instrumental Jazz Ensemble II
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 is contingent upon the participation of a sufficient number of students. (Open to all students by audition.) (780:188) (0, 2)

MUS 170* 1
Jazz Band
Co-requisites: MUS 145 Concert Band and MUA 124, 128, 143, 170, or 180 Applied Lessons/MUA 298, 228, 144, 171, or 181 Applied Lessons II. The study and performance of classic and contemporary literature for a 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 2
Arranging I
Co-requisite: MUA 136 Jazz Keyboard I. This course is an introduction via analysis and written assignment to jazz arranging. The class focuses on arranging the tools necessary to arrange in unison and four-part closed writing. (780:125) (2, 0)

MUS 181 2
Arranging II
Prerequisites: MUA 136 Jazz Keyboard I and MUS 180 Arranging I. 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 arranging the tools necessary for open four-part writing and introduces two-part writing. (780:126) (2, 0)

MUS 190*/MUS 192* 1
Jazz Improvisation/Jazz Improvisation II
Prerequisite: 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 194 1
Fundamentals of Recital
This course will develop a student's musical capacities by presenting a public performance. The performance will include classical piano and jazz piano along with classical voice or a classical instrumental piece. (780:147) (0, 2)

MUS 195 1
Freshman Recital
A public performance in a half-recital which is a continuation of the final project format on a more substantial basis. (780:149) (0, 2)

MUS 196 1
Fundamentals Final Project
Under faculty guidance, and drawing on the complete range of their academic efforts during the semester, students present a public performance demonstrating their semester achievements. Typically, projects include classical solos on the student's applied instrument and piano, jazz solos in the same mediums, and performance of the student's arrangements and/or composition, which are rehearsed and conducted by the student. (780:146) (0, 2)

MUS 197 1
Final Project I
The student 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 1
Psychology of Success
This course covers self-management, work habits and process, balancing personal, social and academic roles, setting and achieving goals, time and stress management, interpersonal relationship and communication, self-concepts, and values. (780:100) (1, 0)

MUS 200 3
Music History I
This course is a survey of Western music with an emphasis on the compositional and stylistic evolution of Western music as evidenced in the works of selected pivotal composers. (780:231) (3, 0)

MUS 201 3
Music History II
Music history from 1750 is part of a two-semester survey course. This course will cover the broad issues and developments in Western musical history from the Pre-Classical period through the 20th century. Listening assignments, essays, and written examinations will supplement and support lecture and discussion topics. (780:236) (3, 0)

MUS 204 3
History of Rock and Roll
A study of Rock and Roll from the mid 1950s to the present. Designed to create critical listeners of popular culture music through analysis of song forms, rock band instrumentation, and the political, cultural, and social significance of song lyrics. (3, 0)

MUS 205 3
Jazz History and Appreciation
Study the elements and history of jazz music with concentration on critical listening skills. It will include a review of jazz history, styles, genres, form and content, schools of composers/performers and social/historical events of the past and present that influence music selections. (3, 0)

MUS 220 3
Music Theory III
Prerequisite: MUS 121 Music Theory II. The course focuses on the writing and analysis of music of the Romantic and Early Impressionistic periods. (780:218) (3, 0)

MUS 221 3
Music Theory IV
Prerequisite: 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 2
Fundamentals Skill Development
This course 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 MUS 102 Music Fundamentals course. (780:209) (2, 0)

MUS 260 2
Introduction to Studio Engineering and Production
This course discusses basic electronic theory, equipment selection and use, and the engineer's and producer's role in the creative process. It also covers preparation for recording sessions, multi-track recording techniques, the use of common studio signal processing devices, mixing, editing, and mastering the final product. Class members function as engineers and producers in simulated recording projects. (780:241) (2, 0)

MUS 262 2
Recording Studio Performance
This course is 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. Students also gain the tools and experience necessary to operate industry standard hardware/software. Course emphasis is on developing the quickness, musicianship, and attitudes necessary to work effectively in a professional recording situation. (780:240) (2, 0)
Computer Networking

NET 122  
**Computer Hardware Basics**  
Students will be trained to properly install, configure, upgrade, troubleshoot, and repair microcomputer hardware. This will include having basic knowledge of desktop and portable systems, basic networking concepts, and printers. Students will also be asked to demonstrate knowledge of safety and common preventive maintenance procedures. This course will prepare students to take Comp TIA’s A+ Certification Exam. (360:160) (3, 0)
NET 339
Introduction to Active Directory
This course provides students with the skills to install the Microsoft Active Directory role on servers and configure it for use. (3, 0)

NET 500
Network Virtualization
This course provides hands-on experience in mass data storage, movement of data, and disaster recovery. The course provides students the knowledge and skills with large scale data management through modern virtualization techniques. Students will build a virtual datacenter where they will gain the practical knowledge required to evaluate, plan, implement and manage modern datacenter environments. (360:278) (3, 0)

NET 612
Fundamentals of Network Security
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
This course 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
This course will provide in-depth knowledge of Federal Regulatory Compliance issues affecting many industries in relation to the computer systems infrastructure, policies and procedures, as well as best common practices for a sound strategy for building information systems containing data under regulatory control. (3, 0)

PEA 112*
Basketball
Emphasis will be placed on developing skills of basketball with a high degree of carry-over value. Rules and strategies of the game will be emphasized throughout the course. (0, 2)

PEA 121*
Circuit Wellness
This course is designed for individuals interested in improving total fitness via aerobic-based conditioning program. The course will involve weight training, treadmill, and various aerobic exercises to elicit improvement in physical fitness. (660:105) (0, 2)

PEA 131*
Disc Golf
Disc golf is a low-cost, lifetime sport activity that people of all ability levels can play and enjoy. The class will focus on throwing skills, game rules, and etiquette. (0, 2)

PEA 176*
Volleyball I
Activity course with emphasis on developing skills of volleyball with a high degree of carryover value. Rules and strategies of the game emphasized throughout participation in the course. (660:111) (0, 2)

PEA 187*
Weight Training I
Activity course with emphasis on developing the student's total physical conditioning by improving strength, flexibility, muscle, and cardiovascular respiratory endurance. The student will develop a basic understanding of weight training and its effects on the human body. (660:115) (0, 2)

PEA 192*
Walking I
A basic activities course with emphasis on activities with a high degree of carryover value. Basic fundamentals of walking and stretching are stressed. (660:108) (0, 2)

PEA 28*
Independent Study
A student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (660:299)

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

Physical Education Activities

PEC 101
Introduction to Coaching
This course is designed to prepare the student to meet the challenges of modern-day coaching. The intention is to expose the student to a variety of coaching philosophies. This course will provide the student with coaching techniques to meet the needs of today's athlete. (660:290) (3, 0)

PEC 108
Sports and Society
Explores pervasive appeal of sports in American society. Interrelationships among sport, behavior, culture and social institutions of business, religion, politics, education and family will be examined. (660:286) (3, 0)

PEC 110
Coaching Ethics, Techniques, and Theory
This course studies the theory and techniques of coaching the interscholastic athlete and the interscholastic team, as well as the related responsibilities, duties, and problems. This is one of four courses leading to the coaching authorization issued by the Iowa Department of Education as a head coach or assistant coach of any interscholastic athletic activity. Completion of this course after July 2000 fulfills the Iowa State coaching endorsement ethics requirement. (1, 0)

PEC 115
Athletic Development and Human Growth
This course introduces concepts in sports psychology for elementary school age children and adolescents. Physical, psychological, and social growth is examined as they relate to physical activity and competitive athletics. (1, 0)

PEC 120
Body Structure and Function
This course is an introduction to the physiological processes and anatomical features of the human body which are related to and affected by physical activity and training. (1, 0)

PEC 126
Athletic Injury Prevention
This course introduces conditioning programs and training methods that tend to prevent athletic injuries. This course provides basic skills in injury procedures. This is one of four courses leading to the coaching authorization issued by the Iowa Department of Education
as a head coach or assistant coach of any interscholastic athletic activity. (2, 0)

PEC 128  
Care and Prevention of Athletic Injuries  
This course is designed to introduce the prospective coach and physical educator to the role of the athletic trainer in injury prevention, training, treatment, and rehabilitation of the athlete. The student is given the opportunity to develop the skill of athletic taping and the use of various methods of training and rehabilitation programs. (660:271) (3, 0)

PEC 161  
Sports Officiating  
This is a course designed to help students gain the basic knowledge of the rules and mechanics for officiating the following sports: volleyball, basketball, baseball, and softball. Students will learn the skills and techniques needed to obtain certification/licensing at the middle school and high school levels. (3, 0)

PEC 928  
Independent Study  
A student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (660:299)

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

**Physical Education and Health-General**

**PEH 110**  
Personal Wellness  
Personal Wellness is designed to introduce students to all aspects of a healthy lifestyle. Key wellness topics will be presented with focus areas on appropriate exercise, heart health, body composition, nutrition, emotional health, and risk factors to a healthy lifestyle. (2, 0)

**PEH 111**  
Personal Wellness  
Personal Wellness is designed to introduce students to all aspects of a healthy lifestyle. Key wellness topics will be presented with focus areas on appropriate exercise, heart health, body composition, nutrition, emotional health, and risk factors to a healthy lifestyle. The three credit component of Personal Wellness will include a project where students create a plan involving exercise science, nutrition, and strength training. (3, 0)

**PEH 141**  
First Aid  
A study in theory and practice to develop an understanding of the principles and procedures of emergency care in the case of accidents, sudden illness, or disaster; and to develop basic skills of handling these cases until the services of a physician are available. (660:250) (2, 0)

**PEH 142**  
First Aid  
A study in theory and practice to develop an understanding of the principles and procedures of emergency care in the case of accidents, sudden illness, or disaster; and to develop basic skills of handling these cases until the services of a physician are available. The three-credit component of First Aid will involve creation of a functional first aid kit. (3, 0)

**PEH 162**  
Introduction to Physical Education  
This course will provide the student an opportunity to gain a basic understanding of the various fields in physical education. It will allow the student to understand career opportunities in physical education, health, recreation, and sports, while gaining knowledge of the history, trends, and objectives of physical education in relation to general education. (660:280) (3, 0)

**PEH 255**  
Principles of Sports Management  
Introductory course that presents business principles and procedures as applied to physical education, intramural and recreational sports programs, and school and professional sports programs. (660:285) (3, 0)

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

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

**Intercolligate Physical Education**

**PEV 115**  
Varsity Baseball**  
(0, 2)

**PEV 121**  
Varsity Basketball, Men**  
(0, 2)

**PEV 122**  
Varsity Basketball, Women**  
(0, 2)

**PEV 130**  
Varsity Cross Country**  
(0, 2)

**PEV 133**  
Varsity Track and Field**  
(0, 2)

**PEV 140**  
Varsity Golf**  
(0, 2)

**PEV 145**  
Sports Shooting**  
(0, 2)

**PEV 156**  
Drill Team  
(0, 2)

**PEV 160**  
Varsity Softball**  
(0, 2)

**PEV 170**  
Varsity Volleyball**  
(0, 2)

*Indicates courses are repeatable.

**Prerequisite: Permission of the head coach of each particular sport. These courses provide credit for PEV varsity sports earned by participation as a regular member of a varsity team and fulfilling all requirements of a team member. Team members will gain knowledge and develop skills through conditioning, practice, game preparation, and weight training. Actual game or meet participation is not necessary. These courses are one credit and can be repeated for a maximum of two credits each, once per academic year. Course should be taken during the official varsity season. (660:222, 660:220, 660:221, 660:224, 660:223, 660:226)
**Philosophy**

**PHI 101 Introduction to Philosophy**
Philosophy is the basis of all fields of study. This course follows the development of Western philosophy from ancient times to the 21st century. (790:200) (3, 0)

**PHI 105 Introduction to Ethics**
This course has two major sections. Approximately one-third of this course will be theory. Students will study various concepts of ethical reasoning. Two-thirds of the course will consider specific issues for today's society and the 21st century. Topics will include, but are not limited to: euthanasia, economic justice, animal rights, medical issues, agricultural issues, and environmental concerns. (790:210) (3, 0)

**PHI 928 Independent Study**
A student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (790:299)

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

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**Physical Science**

**PHS 113 Introduction to Physical Science**
A survey of the basic concepts of astronomy and physics, recommended for students who have not had high school physics. Lecture, demonstration and laboratory. (3, 2)

**PHS 120 Exploring Physical Science**
A combined lecture and lab class. Topics covered come from physics, astronomy, chemistry, geology and meteorology. There are no prerequisites. The course is intended to meet the science requirement for non-science majors including elementary education majors. (3, 2)

**PHS 125 Physical Science (w/lab)**
Prerequisite: MAT 101 Intermediate Algebra or instructor approval. This is an introductory general education course in the physical sciences for students with very little background in science. The topics covered are selected from the fields of chemistry and physics and their relationships to other sciences, technology and society. Using and manipulating equations is incorporated into the concepts. Three lecture hours, two lab hours. (830:112) (3, 2)

**PHS 142 Principles of Astronomy**
This course is a physical science course which explores the mysteries of the universe. Through scientific reason, the course will examine the following: the history of astronomy, the planets, stars, nebulae, galaxies, the creation and fate of the universe and our place in it. This course includes amateur observation techniques. (3, 0)

**PHS 166 Meteorology, Weather and Climate**
The course is an introduction to meteorology. Topics covered: earth's atmosphere, the elements of weather, weather forecasting, different types of storms and storm formation, severe weather, thunderstorm, hurricanes, tornados, the global climate, global change, and man's interaction with the environment. (3, 2)

**PHS 185 Introduction to Earth Science**
This course is the study of physical elements and processes that make up the environment. Students learn how the Earth functions as one closed system with the hydrosphere, lithosphere, biosphere, and atmosphere interacting to form daily patterns in life. Various Earth processes are discussed: heating and pressure of air, winds, storms, climates, and causes, the role of the oceans, landform processes of plate tectonics, mountain building, volcanism, glacial and fluvial processes, and glaciations. (3, 0)

**PHS 928 Independent Study**
A student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (830:299)

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

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**Physics**

**PHY 110 Survey of Physics I**
Prerequisite: MAT 062 Elementary Algebra or minimum math placement score based on college assessment. This is the first of two introductory courses in conceptual physics. Students will learn key concepts in physics and develop problem solving skills in mechanics, heat, and sound. The student will become proficient in topics from mechanics, heat, and sound. Applications of physics to the human body are included. (3, 0)

**PHY 162 College Physics I (w/lab)**
Prerequisite: MAT 101 Intermediate Algebra. This course covers basic topics in algebra-based physics including Newtonian mechanics, heat and energy, and the relationships between these fields. Three lecture hours, two lab hours. (830:150) (3, 2)

**PHY 172 College Physics II (w/lab)**
Prerequisite: PHY 162 College Physics I. This course is a continuation of PHY 162 College Physics I. Topics include electricity, magnetism, light and imaging systems, and modern physics. Three lecture hours, two lab hours. (830:151) (3, 2)

**PHY 212 Classical Physics I (w/lab)**
Prerequisite or concurrently: MAT 210 Calculus I. The broad areas of study include kinematics, dynamics, forces in balance, momentum, work and energy, circular and rotational motion, gravitation and orbits, solids and elasticity, wave phenomena, and thermodynamics. Four lecture hours, two lab hours. (830:210) (4, 2)

**PHY 222 Classical Physics II (w/lab)**
Prerequisite: PHY 212 Classical Physics I. This is a continuation of PHY 212 Classical Physics I. The broad areas of study include fluids, temperature and heat, thermodynamics, electricity and magnetism, electromagnetic waves, geometric optics, wave phenomena, light, and atomic structure. Four lecture hours, two lab hours. (830:211) (4, 2)

**PHY 928 Independent Study**
A student/instructor designed course intended for concentrated or advanced study.
PHY 949  
**Special Topics**  
Special Topics expands the curriculum by allowing students to enroll for up to three credits in a specific course or program area. Subject matter may be an in-depth extension of the particular area and is developed by the teaching faculty to meet unique interests and needs of the students.

### Practical Nursing

PNN 140  
**Introduction to Professional Practical Nursing**  
This course is designed to assist the nursing student in achieving their goals of passing nursing courses and becoming a Licensed Practical Nurse. The history of nursing will be explored. Studying and test taking strategies will be discussed. The student will also learn the importance of professional interpersonal communication and building a foundation for patient safe communication. (2,0,0)

PNN 172  
**Fundamentals of Nursing**  
Classroom, lab, and clinical experiences will build student knowledge, application of the nursing profession, nursing process, technical and soft skills needed for safe client care. Critical thinking and clinical decision making skills will be emphasized. (5.5, 1, 0.5)

PNN 208  
**Pharmacology Basics**  
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**  
This pharmacology course will provide the student a knowledge base to be integrated into all areas of nursing. 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 patients receiving drug therapy. (3,0,0)

PNN 401  
**Mental Health Nursing I**  
This course will provide basic information about personality development, coping, communication styles, mental health diagnosis, and nursing actions as they pertain to the practice of a LPN. (1,0,0)

PNN 434  
**Maternal Child Health I**  
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 newborn to adolescent. (3,0,0)

PNN 531  
**Medical Surgical Nursing I**  
Building on the information gained in PNN 172 Fundamentals of Nursing the student will apply a systematic approach for comprehensive care of adults. The student will learn to apply the nursing process and carry out nursing interventions in the role of the licensed practical nurse. Clinical and simulation opportunities will provide opportunities to practice clinical decision making skills in a safe environment. (5,0,3)

### Political Science

POL 110  
**Introduction to Political Science**  
This course is an overview of the role of modern government in our society. Students will examine the role of government in creating solutions to such contemporary problems as environmental control, law and order, minority groups, poverty, military relations, etc. This course is designed to familiarize students with how our government works to accomplish its goals. This introductory course is an overview of the basic principles and processes of the American political system. This course will include a study of the role of institutions, individuals, and interest groups in the process of governance. It will also examine the impact of political theorists and political ideologies on domestic and foreign systems of governance. (3, 0)

POL 111  
**American National Government**  
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**  
This course examines the sub-national levels of government in the United States. Within the framework of constitutional federalism, the governmental organization of the states is studied along with the roles of governor, legislature, and the state courts. (540:220) (3, 0)

POL 129  
**Politics of Terrorism**  
The course is for students seeking to broaden their understanding of the phenomenon of terrorism and its effects. This course focuses on both the history and the current state of both domestic and foreign terrorism and the United States response. (3, 0)

### Psychology

PSY 111  
**Introduction to Psychology**  
An introductory course to the scientific study of human behavior and mental processes. This course includes such topics as the background of modern psychology, personality development, brain and behavior, heredity and environment, learning and motivation, emotional processes, intelligence, human interaction, and psychological disorders. (600:100) (3, 0)

PSY 121  
**Developmental Psychology**  
Prerequisite: PSY 111 Introduction to Psychology or instructor approval. This course affords the student an overview of the psychology of human growth and development from conception through death. Emphasis is placed upon the continuous interaction and inter-relationship of these processes with environmental forces and conditions that influence patterns of behavior. Major developmental theories are presented: cognitive, personality, social, and behavioral. (600:220) (3, 0)

PSY 171  
**Health Psychology**  
This course provides an introduction to the contributions of psychology to the understanding of causes of physical illness, prevention and
treatment of physical illness, doctor-patient relationships, and health care policy. Inquiry will include the clinical, social, personality, cognitive, developmental, and physiological psychology; public health; and the medical, sociological, and health outcomes of health policy research. The course intends to help the student become aware of the wide-range of psychological considerations that arise in health, the benefits of complementing traditional medical approaches with psychological perspectives and an understanding of stress management in the prevention of illness and disease. Although the course is primarily directed to students of psychology, it has relevance for students and professionals in several areas, including health care, nursing, social work, counseling, and education. (600:120) (3, 0)

PSY 222 
Child Psychology
This course is designed for students to analyze psychological development of the child in relation to the biological, physical, and sociological antecedent conditions from prenatal to adolescent stages. Emphasis on contemporary theories of child psychology, including physical growth and development, personality and social learning, cognition and perception, and language development. (3, 0)

PSY 223 
Child and Adolescent Psychology
This course focuses on the interplay of biological factors, human interactions, cultural forces and social structure which shape the growing child from conception through adolescence. (3, 0)

PSY 224 
Adolescent Psychology
Prerequisite: PSY 111 Introduction to Psychology. This course explores the rapid physical, social, emotional, and cognitive changes of adolescents. Students distinguish myths about adolescence from research findings and examine the importance of cultural and historical factors in this crucial transition from childhood to adulthood. (3, 0)

PSY 226 
Psychology of Aging
This course will examine the physical, cognitive, social, and psychological changes that occur across the adult years and the factors influencing development in each area. Individual differences in the aging process will be emphasized with attention to the factors contributing to individual differences and the relevance of individual differences in addressing aging issues. The influence of society and societal attitudes toward older adults and the aging process will also be addressed. Additional learning opportunities will include interactions with older adults in various situations including those in nursing homes, assisted living homes, retirement homes, and living independently in the community. (3, 0)

PSY 228 
Death and Dying
This course will introduce students to the study of death and dying and the cultural, social, biological, and psychological aspects of death and dying. Topics to be covered include the reality and definition of death, the grief process, care of the dying, cultural customs related to death and dying, views and attitudes toward death and dying, and the scientific, legal, and ethical issues surrounding death and dying. (3, 0)

PSY 236 
Psychology of Personality
This course provides an in-depth study of concepts related to personality development, description, assessment and special problems. Emphasis is given to the fields of psychoanalytic, behavioral, self-actualization, and existentialism. (3, 0)

PSY 241 
Abnormal Psychology
Prerequisite: PSY 111 Introduction to Psychology or instructor approval. A descriptive survey of major classifications of mental illness emphasizing principles of diagnosis, theories of etiology, and therapeutic approaches. (600:230) (3, 0)

PSY 246 
Introduction to Counseling Skills
This course is designed to provide students with three essential components relative to the fields of counseling and human services. These are 1) to attain a foundation in the theories of psychotherapy. In this course, selected prominent theories of psychotherapy, which provide guidelines for understanding human problems and for selecting interventions for these problems, will be studied. 2) To learn “helping” skills so that students can begin to practice micro-counseling techniques in the classroom. 3) To gain knowledge about the large number of occupational choices within the field of counseling and human services. (3, 0)

PSY 251 
Social Psychology
Prerequisite: PSY 111 Introduction to Psychology or instructor approval. A survey of theories regarding individual, interpersonal, and group behavior in social contexts includes the study of attitudes, social perception, social influence, attraction, conformity, power leadership, status, and norms. (600:240) (3, 0)

PSY 261 
Human Sexuality
Prerequisite: PSY 111 Introduction to Psychology or instructor approval. This course will provide students with more definitive and precise information about the nature of human sexuality and gender roles. An interdisciplinary approach will be used to present a more comprehensive view stressing biological, social, and psychological aspects of sexuality and gender roles. (3, 0)

PSY 262 
Psychology of Gender
This course is designed to explore the differences between the male and female gender from conception through adulthood. Differences in abilities and attitudes which arise from biology and the brain will be emphasized, although sociocultural explanations for differences will also be discussed. In addition, the differences in the use of language and communication by males and females will be explored. The goal of the course is to understand these differences and to decide how males and females can use this understanding to communicate with each other and to augment appreciation for the cross-sex. (3, 0)

PSY 281 
Educational Psychology
Prerequisite: PSY 111 Introduction to Psychology or instructor approval. Psychological theories, techniques, and principles are explored and analyzed for their effects on education. Applications of these psychological tools are explained and illustrated as they have been applied in education. This course requires service learning and observation. (600:255) (3, 0)

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

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

**RDG 005**  
**Reading and Study Skills**  
These courses provide the student with the basic strategies for college success, including development of time management skills, identify their own learning style, active reading and note taking strategies, along with strategies for strengthening comprehension and improving vocabulary skills. Students will practice and utilize methods for reading/learning from textbooks, assignments, outlining/summarizing, and for taking exams/tests. (090:110) (1, 0)

**RDG 006**  
**Reading and Study Skills II**  
Prerequisite: RDG 005 Reading and Study Skills. This is a continuation of RDG 005. (090:111) (1, 0)

**RDG 007**  
**Reading and Study Skills III**  
Prerequisite: RDG 006 Reading and Study Skills II. This is a continuation of RDG 006. (090:112) (1, 0)

**RDG 008**  
**Reading and Study Skills IV**  
Prerequisite: RDG 007 Reading and Study Skills III. This is a continuation of RDG 007. (090:113) (1, 0)

### Religion

**REL 101**  
**Survey of World Religions**  
This course traces the development of religion from aboriginal beliefs to New Age. Both Western and Eastern religions will be studied. (3, 0)

**REL 140**  
**Religion in the United States**  
This course introduces the student to the role of religion in the history and culture of the United States. The course will look at major events in the history of the United States, considering the roles that religious groups and ideas played in those events. Additionally, the course will trace the development of uniquely American religious groups and movements, concentrating on how they developed and how they have contributed to the larger culture. In an effort to give a historical and religious background to current events, guided discussions will be a part of the course. (3, 0)

**REL 928**  
**Independent Study**  
A student/instructor designed course intended for concentrated or advanced study. Approval by the Offices of Instruction and Student Services is required. (790:299)

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

### Student Development

**SDV 103**  
**Successful Learning**  
Successful learning is a course to help students learn to master academic and personal skills needed to succeed in higher education and life. The course will cover academic, communication, and life management skills (1, 0)

**SDV 108**  
**The College Experience**  
This course is designed to help students develop academic success skills by connecting students to college resources and facilitating participation in college culture. Activities include study and classroom performance strategies, personal exploration and development, academic and career planning, and exploring the college experience. (1, 0)

**SDV 114**  
**Strategies for Academic Success**  
This course is designed to help students learn and practice skills that will enable them to be successful in their academic courses. Topics covered include time management, concentration and memory, learning styles, critical reading and thinking, mastery of college textbooks, note taking, writing, and test-taking. (640:100) (3, 0)

**SDV 153**  
**Pre-Employment Strategies**  
This course is designed to aid the student in developing the skills and materials necessary to obtain employment and to emphasize the development of characteristics associated with job success. Due to the nature of this class, students should take this course in their final semester or at least no earlier than two semesters before they graduate. (320:106) (2, 0)

**SDV 155**  
**Strategies for College Reading**  
This introductory course prepares students to read college textbooks and related course material. Emphasis is on developing the ability to apply, monitor, and adjust reading strategies for increased understanding. (1, 0)

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

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

### Sociology

**SOC 110**  
**Introduction to Sociology**  
This survey course explores the discipline of sociology which focuses on human interaction, groups, and society. Topics will include but are not limited to: culture, socialization, social structure and interaction, organization, and various social institutions such as family, religion, politics, deviance, etc. Appropriate language, theory, and research process will be covered. This course is focused primarily upon United States cultural patterns. (620:110) (3, 0)

**SOC 115**  
**Social Problems**  
Prerequisite: SOC 110 Introduction to Sociology or CRJ 100 Introduction to Criminal Justice or instructor approval. This course is intended to provide a conceptual framework within which to examine social problems. It provides a sociological perspective concerning some of the key contemporary social problems at the local, national, and global levels. Students will critically analyze issues that affect individuals, relationships, communities, and the environment. Topics will include, but are not limited to, crime, social deviance, family and generational problems, population, urban and rural problems, poverty, and discrimination. (620:200) (3, 0)

**SOC 120**  
**Marriage and Family**  
Prerequisite: SOC 110 Introduction to Sociology or PSY 111 Introduction to Psychology or
instructor approval. This course analyzes the sociological, physical, psychological, legal, and economic aspects of the American family. Included are investigations of courtship and marriage relationships, preparations for marriage relationships, preparation for family, parenthood, interpersonal relationships, and marital adjustment. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change. (3, 0)

**SOC 160** 3  
**Introduction to Social Work**  
This introductory course in social welfare systems and social work practice surveys the historical development of the social work profession in conjunction with the development of social welfare systems in the United States, social welfare system responses to a variety of current social problems, generalist social work as a distinct profession, and specific settings and methods of social work practice. Emphasis is given to practical application of social work concepts and to students’ development of accepted social work ethics and perspectives. Students are also encouraged to explore social work fields of practice that are of interest to them. (3, 0)

**SOC 200** 3  
**Minority Group Relations**  
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 relationships among the many groups that compose our diverse society. It will deal with racial, cultural and other minority/subordinate groups within the United States. (3, 0)

**SOC 210** 3  
**Men, Women, and Society**  
This course explores the meaning and social aspects of gender. Using sociological concepts, this course will analyze how social institutions shape gender relations and identities. Social institutions such as family, education, state and economy shape gender realities in society while gender realities influence said social institutions. Although the majority of the course will look at the United States, global perspectives will be visited. (3, 0)

**SOC 250** 3  
**Sociology of Deviance**  
This course consists of theoretical analysis of the relation of deviant group behavior and subcultures/countercultures to community standards of conventional behavior as expressed in laws and norms. Analysis of social control settings and mechanisms and the relationship between social deviance and social control efforts at both the micro and macro levels are emphasized. (3, 0)

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

**WEL 111** 3  
**Welding Blueprint Reading**  
A course concerned with basic fundamentals of interpreting drafting as applied in the welding trade. Emphasis is placed on developing the ability to interpret blueprints from which the welder must work. Special emphasis is placed on lines, views, material descriptions, welding symbols, and terms. (3, 0)

**WEL 114** 3  
**Introduction to Fabrication**  
This course develops the skills needed in a manufacturing atmosphere such as tool usage, layout methods and material estimating. (2, 2)

**WEL 124** 3  
**Maintenance Welding**  
This course is designed for Industrial Technology students to gain basic principles of welding skills for the repair and modification of machines and fixtures. Students will study and practice basic welding principles involving shielded metal arc welding, oxyacetylene welding and tungsten inert gas or gas metal arc welding in the flat, horizontal, and vertical positions. (2, 2)

**WEL 139** 2  
**Introduction to Oxyacetylene Welding, Cutting and Brazing**  
This course provides a thorough technical understanding of metallurgy, oxyacetylene welding, flame cutting and brazing fundamentals and develops skills necessary to produce high quality fillet and square groove welds in 3/16” plate. Students will develop understanding of weld hazards and safety procedures throughout the course. (1, 2)

**WEL 162** 3  
**Introduction to Shielded Metal Arc Welding (SMAW)**  
This course provides a thorough technical understanding of shielded metal arc welding fundamentals, weld hazards and weld safety, power sources and electrode selection. Provides ample time and direction to develop skills necessary to make high quality welds on 16 gauge to 1/4” mild steel in all positions. (2, 2)
WEL 224  
Advanced Shielded Metal Arc Welding (SMAW)  
Prerequisite: WEL 162 Introduction to Shielded Metal Arc Welding (SMAW) or equivalent. An advanced course designed to develop skills, integrity, and confidence necessary to pass skills tests on pre-qualified joints on plate and structural steel as required of code welding by the American Society of Mechanical Engineers and American Welding Society. The course also includes information relating to air-arc cutting and gauging procedures and welder qualifications, testing of welds, and metal identification. (2, 2)

WEL 225  
Introduction to Gas Metal Arc Welding  
This course provides a technical understanding of the gas metal arc welding process, power sources and adjustment, metal transfer, shielding gases and weld safety. It also develops skills necessary to produce high quality welds of 1/16" to 3/8" mild steel in all positions. Students will develop skills necessary to produce and bend-test single vee groove welds on 3/8" carbon steel in all positions according to American Welding Society code of requirements. (2, 2)

WEL 226  
Flux Core Arc Welding  
Prerequisite: WEL 225 Introduction to Gas Metal Arc Welding. This course provides a thorough technical understanding of the flux core arc welding process adjustment and operation of the power source, types of arc shielding and safe operating procedures. Quality welds are produced on 3/8" to 1" carbon steel in all positions. (2, 2)

WEL 227  
Advanced Gas Metal Arc Welding (GMAW)  
Prerequisite: WEL 225 Introduction to Gas Metal Arc Welding. This course is designed to give students advanced theory and skills in gas metal arc welding. Emphasis is on safety, tubular and pipe welding and welding in the vertical and overhead positions. (2, 2)

WEL 229  
Introduction to Gas Tungsten Arc Welding  
This course provides a thorough technical understanding of the TIG (Heliarc) process including metal characteristics, electrode, filler metals, and shielding gases with emphasis on weld safety and procedures. (2, 2)

WEL 231  
Advanced Gas Tungsten Arc Welding  
Prerequisite: WEL 229 Introduction to Gas Tungsten Arc Welding. Develop skills necessary for making high quality all position welds on schedule 10 to schedule 40 carbon steel pipe; preparation and testing pipe is included. (2, 2)

WEL 264  
Repair Welding and Advanced Fabrication  
Design and fabrication of various projects to include the basic design and use of jigs and fixtures. Repair and maintenance of projects employing the major welding processes and repair methods. (1, 6)

WEL 278  
Advanced Welding Blueprint Reading and Design  
Prerequisite: WEL 111 Welding Blueprint Reading. A course concerned with fundamentals and advanced practices of interpreting and creating blueprints as applied in the welding trade. Emphasis is placed on the ability to interpret or create blueprints from which the welder must work. Training will be given on utilizing drafting software to develop blueprints and projects. (2, 2)

WEL 800  
Welding Capstone  
This class is the capstone course for the welding program. Students are required to design and construct projects using several approved welding processes to demonstrate the ability to analyze welding problems and to make decisions that use the most economical and practical welding process for the given task. This course concentrates on the advanced study of materials and methods, including joint work, adhering to specifications, fabrication of equipment, and completion of special projects. (1, 6)

WEL 932  
Internship  
This course provides students with opportunities to gain on-the-job experience in the welding industry. Students will gain an understanding of qualities and skills needed for success in the welding field. Coordination and guidance will be provided by the department instructor(s). To enroll in the internship, students must have successfully completed the first year welding technology curriculum. (0, 0, 0, 16)
Employees

Administration and Staff
- Administration Center
- Ag Site
- Allied Health & Science Center
- Instructional Center
- Maintenance Building
- Off-Campus Centers
- Performing Arts Center
- Residence Halls
- Student Center
- Technical Center I

Full-Time Faculty
Administration and Staff
(Listed by office location)

Administration Center

Administration
Dr. Barbara J. Crittenden, President
B.S.N. Graceland College
M.S. Iowa State University
Ph.D. Iowa State University
Katie Dukes, Assistant to the President/Coordinator of Special Projects
Tom Lesan, Vice President of Economic Development
B.A. University of Iowa

Instruction
Bill Taylor, Vice President of Instruction
B.S. Northwest Missouri State University
M.Ed. University of Missouri
Lindsay Stoaks, Assistant Vice President of Instruction
B.A. Iowa State University
M.S. Iowa State University
Jan Pettit, Administrative Assistant/Instruction

Business Office
Tia Samo, Chief Financial Officer
B.A. Simpson College
Denise Kelley, Controller
Stephanie Newton, Accountant
Erin Kiley, Coordinator of Student Accounts
Sharon Swanson, Business Office Assistant
 Roxanne Carroll, Accounts Payable Specialist
Diane McCall, Business Office Assistant
Diane Sorrells, Payroll Specialist
Lisa Chapin, Human Resources/Business Office Assistant

Human Resources
Jolene Griffith, Director of Human Resources
Diane Sorrells, Payroll Specialist
Lisa Chapin, Human Resources/Business Office Assistant

Student Services
TBA, Dean of Student Services
Deb Pantini, Director of Student Development
Alyssa Riley, Registrar
Georgia Paulsen, Student Services Secretary, Veterans Coordinator
Scott Vicker, Marketing and Institutional Advancement Specialist

Admissions
Caitlyn Maillen, Director of Admissions
Lauren England, Admissions Representative & CTE Recruiter
Casie Klejch, Admissions Representative
Deb Peterson, Admissions Representative
Lindsay Street, Office Manager, Admissions

Financial Aid
Kylee Klommhaus, Director of Financial Aid
Kysa Gordon, Financial Aid Awards Coordinator
Chelsie Miller, Financial Aid Specialist, Student Employment
Jill McKnight, Financial Aid Specialist, Verifications

Marketing and Enrollment Management
Terri Higgins, Director of Marketing and Enrollment Management
Joel Wires, Marketing Coordinator/Designer
Scott Vicker, Marketing and Institutional Advancement Specialist

Ag Site
Keith Hoepker, Farm Assistant
Greg Crill, Farm Assistant

Allied Health & Science Center

Faculty Assistant
Julie Wallace, Nursing Secretary

Instructional Center

Assessment Center
Lyndsie Sanson, Assessment Center Coordinator
Lisa Shawler, Assessment Center Secretary

Computer Services
Scott Helm, Director of Information Technology
Martin Reeves, Senior Programmer Analyst
Paul Russell, System and Database Administrator
Darrell Ellis, I.T. Technician
Sean Jolly, PC Technician

Copy Center
Carla Damewood, Copy Center Coordinator

Distance Education
Doug Greene, Director of Distance Education
Terri Tussey, Secretary
Sara Pettit, Office Assistant
Sharon Dunfee, Office Assistant

Faculty Assistants
Byron Bilderback, Automotive Maintenance and Repair Lab Assistant
Sue Clauser, Automotive Parts Clerk
Diane Hudson, Science Lab Assistant
Steve Westphal, Auto Collision Repair Lab Assistant

Learning Resource Center
Ann Coulter, Director of Learning Resource Center
Ruth Bolinger, Library Assistant
TBD, Library Assistant

Secondary Programs
Rachel Ramaeker, Coordinator of Secondary Programs
Ann Schlapia, Workplace Learning Network Coordinator
Terri Tussey, Secondary Programs Secretary
TBD, Vocational Rehabilitation Intermediary Network Coordinator

Success Center
Linda Buxton, ELL Outreach Specialist
Heidi Lumbard, HiSET Spanish Instructor
Jenny Wuebker, Academic Success Specialist
TRIO-Student Support Services
Laurie Besco, Program Director
Taylor Braman, Advising Coach
Mary Bishop, Office Manager/FYE Coordinator
Laura Hartman, Advising Coach

TRIO-Student Support Services
Laurie Besco, Program Director
Taylor Braman, Advising Coach
Mary Bishop, Office Manager/FYE Coordinator
Laura Hartman, Advising Coach

Maintenance Building
Building and Grounds, Housekeeping, and Maintenance
Tom King, Director of Plant Services
Keith Olsen, Housekeeping Supervisor
Jeanine Adkins
Bryan Beaman
Rod Case
Audrey Clark
Greg Crill
George Davis
Terry Evans
Brian Ford
Lise Kelen
Alan King
Jeff King
Rick McIntosh
Monica Pettit
Michael Sheldahl
Jason Swierczek
Winn Thornton
Ron White

Bus Drivers
Tracey Evans, Transportation Coordinator
Judith Butcher
Rod Culbertson
Todd Daily
Steve Westphal
Steve White

Off-Campus Centers
Osceola Center
Sue Stearns, Center Coordinator
Lucy Black, Office Manager
Barb Chadwick, Office Assistant

Red Oak Center
Katie Lewis, Center Coordinator
Angie Hayes, Office Manager
Nanny Crowe, Office Assistant
Deb Frazee, STEM Hub Manager - Southwest Region

Performing Arts Center
Adult Education
Megan England, Coordinator of EMS-Training Programs
Darla Helm, Adult Literacy Program Coordinator
Jordan Camp, Pathway Navigator
Ashley Downing, Office Assistant
Kim Oaks, Coordinator, Business/Industry & Workforce Preparation
Peggy Worthington, Secretary

Early Childhood Education (ECE) Program
Megan Emerson, Parents as Teachers (PAT) Educator
Kristie Nixon, Early Childhood Education Program Director
Taylor Pettit, Parents as Teachers (PAT) Educator
Nina Utterback, Parents as Teachers (PAT) Educator

Small Business Development Center
Ethan Pitt, Regional Director

Residence Halls
Lindsay Stumpff, Director of Residential Life
Bryan Austin, Residence Hall Coordinator/Head Women’s Basketball Coach
Trey Bruton, Head Cross Country Coach/Head Track & Field Coach/
Residence Hall Coordinator
Brian Burkhalter, Night Shift
Ryan Maitlen, Night Shift
Nicole Kucza, Residence Hall Coordinator/Assistant Women’s Basketball Coach
Blake Peterson, Residence Hall Coordinator/Head Men’s Basketball Coach
Mallory McArtor, Residence Hall Coordinator/Assistant Softball Coach

Student Center
SWCC Shoppe
Jana Scott, Manager
Melissa Kirkland, SWCC Shoppe/Central Supply Clerk

Student Activities/Athletics
Tracey Evans, Student Activities Coordinator
Doug North, Athletic Director/Head Golf Coach
Nick Weinmeister, Assistant Athletic Director/Head Softball Coach

Baseball
Jordan Camp, Head Baseball Coach/Pathway Navigator
TBD, Assistant Baseball Coach/Residence Hall Coordinator

Men’s Basketball
Blake Peterson, Head Men’s Basketball Coach/Residence Hall Coordinator
TBA, Assistant Men’s Basketball Coach

Women’s Basketball
Bryan Austin, Head Women’s Basketball Coach/Residence Hall Coordinator
Nicole Kucza, Assistant Women’s Basketball Coach/Residence Hall Coordinator

Cross Country
Trey Bruton, Head Cross Country Coach/Head Track & Field Coach/
Residence Hall Coordinator
TBA, Assistant Cross Country Coach

Dance Team
Lois Guthrie McCoy, Dance Team Coach

Men’s and Women’s Golf
Doug North, Head Men’s and Women’s Golf Coach/ Director of Athletic Administration & Fundraising
Ryan Palser, Assistant Men’s and Women’s Golf Coach
Softball
Nick Weinmeister, Head Softball Coach
Mallory McArtor, Assistant Softball Coach/Residence Hall Coordinator

Sports Shooting
Marc Roberg, Sports Shooting Coach
Tom King, Assistant Sports Shooting Coach

Track & Field
Trey Bruton, Head Track & Field Coach/Head Cross County Coach/Residence Head Coordinator
Mark Evans, Assistant Track & Field Coach

Volleyball
Shaela Camp, Women’s Volleyball Co-Head Coach
Mallory McArtor, Women’s Volleyball Co-Head Coach/Residence Hall Coordinator
Ashley Porter, Assistant Women’s Volleyball Coach

Technical Center I
Educational Talent Search
Erica Frey, Director of Educational Talent Search
Kelly Allee, Outreach Advisor
Valerie White, Outreach Advisor
Bobbie Gillespie, Student Success Specialist
TBD, Secretary

Full-Time Faculty
(Listed alphabetically by last name)

Joshua Abel, Chemistry Instructor
Instructional Center, Office 322
B.S. Buena Vista University, 2009
M.S. Western Illinois University, 2012
Additional Work - Southern Illinois University

Diogenes Ayala, Criminal Justice Instructor
Instructional Center, Office TBD
B.A. Simpson College, 2007
M.A. Simpson College, 2011

Holly Booth, CPA, Business & Information Technology Instructor
Instructional Center, Office 203F
A.S. Southwestern Community College, 1985
B.A. Buena Vista University, 1990
M.B.A. Drake University, 1999

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

Tom Borland, Business & Information Technology Instructor
Instructional Center, Office 203D
A.A. & A.S. Southwestern Community College, 2002
B.A. Graceland University, 2004
M.S.Ed. Northwest Missouri State University, 2006

Dr. Barb Brown, Business & Information Technology Instructor
Instructional Center, Office 203B
B.S. Northwest Missouri State University, 1999
M.B.A. Bellevue University, 2002
Ed.D. Argosy University, 2015
Additional Work - Northwest Missouri State University

Melissa Butler, Nursing Instructor
Allied Health & Science Center, Office 908
B.S. Creighton University, 1998
A.A.S. R.N. Southwestern Community College, 2010

Rena Cheers, Nursing Instructor
Allied Health & Science Center, Office 912
A.A. Southwestern Community College, 1993
L.P.N. Diploma Southwestern Community College, 1995
A.A.S. R.N. Southwestern Community College, 1997
B.S.N. Grand View University, 2007

Kindra Coleman, Biology Instructor
Instructional Center, Office 803
A.A. Southwestern Community College, 2007
B.S. Graceland University, 2010
M.S. Clemson University, 2015

Grant Cupp, Automotive Repair Technology Instructor
Instructional Center, Office 416
A.A.S. Southwestern Community College, 2016
ASE Certified Master Automotive Technician
ASE Certified Maintenance and Light Repair Technician

Linda Dainty, Art Instructor
Instructional Center, Office 818
B.F.A. Iowa State University, 1992
M.F.A. The Savannah College of Art and Design, 1995
M.A. Iowa State University, 1999

Nicole Dullard, Nursing Instructor
Allied Health & Science Center, Office 910
B.S.N. Grand View University, 2011
M.S.N. University of Phoenix, 2016

Micah Elefson, Welding Instructor
Technical Center I, Office 133
Additional Work - Graceland University, University of Central Missouri

Dawn Esser, English (Communication) Instructor
Instructional Center, Office 806
B.A. Central College, 1990
M.A. University of Northern Iowa, 1999

Dr. Jeremy Fox, Professional Music Instructor
Instructional Center, Office 527
A.A. Southwestern Community College, 1996
B.F.A. Western Michigan University, 1999
M.M. University of Miami, 2001
D.M.A. University of Miami, 2013
Kyle Harvey, Carpenter Instructor (Secondary Programs)
Technical Center I, Office 118
20+ years experience in residential and commercial construction
Certified Carpenter Instructor
NCCER (National Center for Construction Education and Research)

Stephen Jefferies, English Instructor
Instructional Center, Office 805
B.A. Eastern Illinois University, 2008
M.A. Eastern Illinois University, 2014

TBD, Electrical Technology Instructor
Technical Center I, Office 116

Marilyn Kinsella, Nursing Instructor
Allied Health & Science Center, Office 902
B.S.N. Grand View College, 1998

Henry Lemke, Industrial Technology Instructor
Technical Center II, Office 101/102
25 years experience in industrial maintenance
Certified OSHA Forklift Trainer
Certified Crane Inspector
Electrical Meter Certification

Tim Leonard, Psychology Instructor
Instructional Center, Office 814
B.A. Simpson College, 1985
M.A. Connecticut College, 1987

Regina Long, Business & Information Technology Instructor
Instructional Center, Office 203E
B.S. Northwest Missouri State University, 1991
M.A. Viterbo College, 1998

Jeff Magneson, Auto Collision Repair/Refinish Instructor
Instructional Center, Office 408
ASE Certified Master Collision Repair/ Refinish Technician
ASE Estimating Certification
I-CAR Platinum Individual Combination Lead Instructor
I-CAR Training Alliance Member
I-CAR Gold Class Member
ASE/NATEF Member
Iowa Collision Repair Association Member
Diploma, Auto Body Repair, Southwestern Community College, 1980

Justin Mann, Mathematics Instructor
Instructional Center, Office 812
A.A. Eastern New Mexico University, 1995
B.B.A. Eastern New Mexico University, 1999
M.S. University of Nebraska-Omaha, 2001

Kelly Marcus, English Instructor
Instructional Center, Office 807
A.A. Parkland College, 2008
B.A. Eastern Illinois University, 2010
M.A. Eastern Illinois University, 2013
Additional Work - Capella University

Lucas Mattson, Professional Music Instructor
Instructional Center, Office 526
A.A. Southwestern Community College, 1998
B.A. Northern Arizona University, 2001

Dr. Heather McLain, Nursing Instructor
Allied Health & Science Center, Office 909
L.P.N. Academy of Health Sciences, 1997
A.A.S. R.N. Southwestern Community College, 2004
B.S.N. Western Governors University, 2014
M.S.N. Western Governors University, 2015
D.N.P. Walden University, 2018

Susannah Miller, Agricultural Instructor
Ag Center, Office 101
B.S. Iowa State University, 2004
M. Agr. Iowa State University, 2015

Jody Nedley-Newcomb, Sociology Instructor
Instructional Center, Office 816
A.A. Southeast Community College, Beatrice, NE, 1994
B.S. Peru State College, 1994
M.S. University of Nebraska-Lincoln, 1997

Joe Pastorino, Business & Information Technology Instructor
Instructional Center, Office 203A
B.A. University of Iowa, 1994
M.B.A. University of Northern Iowa, 1997
M.S. University of North Dakota, 2017

Tim Phillips, History Instructor
Instructional Center, Office 817
A.A. Muscatine Community College, 2007
B.A. University of Northern Iowa, 2009
M.A. University of Iowa, 2012
Additional work - University of Nebraska-Omaha

Wendy Pringle, Nursing Instructor
Allied Health & Science Center, Office 907
L.P.N. Iowa Western Community College, 2002
A.A.S. R.N. Southwestern Community College, 2003
B.S.N. Grand View College, 2009
M.S.N. Chamberlain College of Nursing, 2014

Deborah Roberts, Mathematics Instructor
Instructional Center, Office 813
A.A. Southwestern Community College, 1990
B.S. Ed. Northwest Missouri State University, 1993
M.S.M. Iowa State University, 2003

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
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, 2000
- ASE Maintenance and Light Truck Repair Technician
- ASE Collision Repair Technician/Mechanical Electrical
- ASE L-1 Advanced Engine Performance
- I-CAR Training Alliance Instructor

Lance Stonehocker, Information Technology Systems Networking Instructor

Technical Center II, Office 111
- A.A.S. Southwestern Community College, 2013

Ron Utley, Carpentry Instructor

Technical Center I, Office 123
- 30+ years experience in residential and commercial construction
- Iowa Lead Safe Renovator Certification
- International Code Council Certification
- United States Army Reserves (Honorable Discharge)

Maureen Weaver, Nursing Instructor

Allied Health & Science Center, Office 906
- L.P.N. Diploma, Southwestern Community College, 1982
- A.A.S. R.N. Southwestern Community College, 1990
- B.S.N. Graceland University, 2002
- M.Ed. Iowa State University, 2004
- M.S.N. Walden University, 2014

Clint Williams, Biology Instructor

Instructional Center, Office 334
- B.S. Peru State College, 1999
- M.S. University of Nebraska, 2009
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Contact Us

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Osceola Center:
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Osceola, IA 50213
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Admissions Office:
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Financial Aid Office:
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