ONLINE RESOURCES
nicc.emsicareercoach.com
mycampus.nicc.edu
www.nicc.edu/apply
www.nicc.edu/careerservices
www.nicc.edu/childcare
www.nicc.edu/collegeprograms
www.nicc.edu/comevisit
www.nicc.edu/courses
www.nicc.edu/fafsa
www.nicc.edu/highschool
www.nicc.edu/index
www.nicc.edu/library
www.nicc.edu/online
www.nicc.edu/solutions

QUICK CONTACTS
Calmar Campus: 800.728.2256
Peosta Campus: 800.728.7367
Contact the appropriate campus location listed for assistance. Many college resources are available district-wide, but list a specific location as the primary point of contact.

ACADEMIC ADVISING
Calmar . . . . . . . . . . . . . ext. 376
Peosta . . . . . . . . . . . . . ext. 294

ADMINISTRATION
President . . . . . . . . . . . . . Calmar, ext. 201, 206
Associate VP of Operations . . . Calmar, ext. 337, 261
. . . . . . . . . . . . . . . . . . . Peosta, ext. 202
VP Learn. and Student Success . Peosta, ext. 135, 464
VP Bus. and Com. Solutions . . . Calmar, ext. 221, 312
VP Finance and Admin. . . . . . Calmar, ext. 202, 216

Admissions
Calmar . . . . . . . . . . . . . ext. 376, 234
Peosta . . . . . . . . . . . . . ext. 221, 259

Adult Literacy
District . . . . . . . . . . . . . 888.642.2338, ext. 105

Bookstore
Calmar . . . . . . . . . . . . . ext. 238
Peosta . . . . . . . . . . . . . ext. 206

Business and Community Solutions
Calmar . . . . . . . . . . . . . . . ext. 399
Dubuque . . . . . . . . . . . . . . . 563.557.8271, ext. 380

Business Services/Tuition Payment
Calmar . . . . . . . . . . . . . . . ext. 204
Peosta . . . . . . . . . . . . . . . ext. 202

Career Services
Calmar . . . . . . . . . . . . . . . ext. 452
Peosta . . . . . . . . . . . . . . . ext. 297

Child Development Center
Calmar . . . . . . . . . . . . . . . ext. 451
Peosta . . . . . . . . . . . . . . . ext. 245, 242, 245

Community Resources
Auto Repair Services
Calmar . . . . . . . . . . . . . . . ext. 245, 246, 344
Cosmetology Services
Calmar . . . . . . . . . . . . . . . ext. 274

Computer Information Services
District . . . . . . . . . . . . . . . ext. 555

Counseling/Personal
Calmar . . . . . . . . . . . . . . . ext. 263
Peosta . . . . . . . . . . . . . . . ext. 215

Deans
Dean of Liberal Arts, Science and Business
Calmar Campus . . . . . . . . . Jeffrey Murphy
. . . . . . . . . . . . . . . . . . . ext. 235, 273
Peosta Campus . . . . . . . . . Lee Weimer
. . . . . . . . . . . . . . . . . . . ext. 205, 204
Dean of Allied Health
District Wide . . . . . . . . . Laura Menke
. . . . . . . . . . . . . . . . . . . Peosta, ext. 498, 154
Dean of Career and Technical Programs
Calmar Campus . . . . . . . . . Leonard Graves
. . . . . . . . . . . . . . . . . . . ext. 240, 242, 441
Peosta Campus . . . . . . . . . Chris Carlson
. . . . . . . . . . . . . . . . . . . ext. 168, 208
Dean of Student Development
District Wide . . . . . . . . . Christine Woodson
. . . . . . . . . . . . . . . . . . . . . . Calmar, ext. 263
Director of Nursing
District Wide . . . . . . . . . Sue Schneider
. . . . . . . . . . . . . . . . . . . . . . Peosta, ext. 209, 204

Disability Services
Calmar . . . . . . . . . . . . . . . ext. 258
Peosta . . . . . . . . . . . . . . . ext. 280

Online and Blended Learning
District . . . . . . . . . . . . . . . . . . . . . . . . . Calmar, ext. 374

Financial Aid
Calmar . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . ext. 230, 236
Peosta . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . ext. 220, 219

Foundation
Calmar . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . ext. 474
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HSED Testing
Calmar . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Ext. 311
Peosta . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Ext. 331

Learning/Writing Center
Calmar . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Ext. 394
Peosta . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Ext. 215
Dubuque . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 563.557.8271, ext. 132

High School Partnerships
District . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Peosta, ext. 389, 320

Human Resources
District . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Calmar, ext. 402

Library
Calmar . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Ext. 395
Peosta . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Ext. 224

Registrar
District . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Calmar, ext. 233

Student Life
Calmar . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Ext. 237
Peosta . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Ext. 230

Testing Center
Calmar . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Ext. 311
Peosta . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Ext. 226

TRIO - Student Support Services
Peosta . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Ext. 408
REGISTRATION DATES

Oct. 23 .......... Continuing Student Registration
   Spring and Summer 2018
Nov. 6 ............... New Student Registration
   Spring and Summer 2018
April 9 .......... Continuing Student Registration
   Fall 2018
April 23 .......... New Student Registration
   Fall 2018

FALL SEMESTER 2017

Aug. 21 ............... Fall 2017 Semester Begins
Sept. 4 ...................... Labor Day
   No Classes, Offices Closed
Oct. 27 ................ Fall 2017 Graduation
   Applications Due
Nov. 14 .................*Last Day to Withdraw from
   Regular Semester Courses
Nov. 22-25 .............. Thanksgiving Holiday
   No Classes
Dec. 15 .............. Fall 2017 Semester Ends
Dec. 22 - Jan. 1 .......... Offices Closed

SPRING SEMESTER 2018

Jan. 8 ................ Spring 2018 Semester Begins
March 5-9 ................. Spring Break
   No Classes, Offices Open
March 16 ................ Spring/Summer 2018
   Graduation Applications Due
March 29-31 .............. No Classes
   Offices Closed
April 1-2 .............. No Classes
   Offices Closed
April 11 .................*Last Day to Withdraw from
   Regular Semester Courses
May 10 ............... Spring 2018 Semester Ends
   Calmar Graduation
May 11 ................ Peosta Graduation

SUMMER SEMESTER 2018

May 16 ............... Summer 2018 Semester Begins
May 28 ............... Memorial Day
   No Classes, Offices Closed
July 4 ................ No Classes
   Offices Closed
July 19 .................*Last Day to Withdraw from
   Regular Semester Courses
Aug. 9 ............. Last Day of Summer Semester

*Withdraw dates are for classes scheduled for the full
   semester. Classes shorter in length or having a different
timetable may have different deadlines for withdraws.
Consult the Registrar’s Office for specific dates.
WELCOME TO
NORTHEAST IOWA COMMUNITY COLLEGE

Message from the President
Mission Statement
Vision Statement
Board of Trustees
Administrative Cabinet
MESSAGE FROM THE PRESIDENT

My colleagues and I are very glad that you have chosen Northeast Iowa Community College (NICC) to continue your education. We are committed to helping you prepare for and pursue career opportunities. Your success will sustain your family and contribute to the vitality of our communities.

We encourage you to make the most of your education by becoming an active member of the College and take advantage of the many opportunities for student leadership, service learning and recreation. Your interactions with faculty, staff and fellow students will greatly enhance your college experience.

Please read and become familiar with the information contained within the catalog, such as college policies, processes, programs and services available to you as you strive for academic excellence.

Finally, we believe you can go as far as your academic plan and commitment will carry you. All of us at the College are here to partner with you to reach your goals.

Best wishes for a rewarding stay at NICC.

Liang Chee Wee, Ph.D.
President

MISSION STATEMENT

Northeast Iowa Community College provides accessible, affordable, quality education and training to meet the needs of our communities.

VISION STATEMENT

The Northeast Iowa Community College educational community will live the values of service, respect, innovation, stewardship and integrity within a culture of continuous improvement.

SERVICE: Dedication to meet the ever-changing educational needs of our stakeholders

RESPECT: Recognition of individual dignity by promoting trust and cooperation

INNOVATION: An open climate fostering collaboration, improvement and the advancement of ideas

STEWARDSHIP: Responsible management that sustains resources for the common good

INTEGRITY: Policies, practices and actions reflecting responsible citizenship

BOARD OF TRUSTEES

Kenneth Reimer, DVM
Elkader, President

Jim Anderson
Decorah, Vice President

Larry Blatz
Dubuque

Gene Fuelling
Oelwein

Kathy Gunderson
Postville

Sue Runyon
Fayette

David Schueller
Peosta

Bob Shafer
Dubuque

Daniel White
Dubuque

ADMINISTRATIVE CABINET

Liang Chee Wee, Ph.D.
President

Doug Binsfeld
Associate Vice President of Learning and Student Success

David Dahms
Vice President of Finance and Administration

Wendy Knight
Vice President of Institutional Effectiveness

Connie Kuennen
Executive Director of Human Resources

Wendy Mihm-Herold, Ph.D.
Vice President of Business and Community Solutions

Kathleen Nacos-Burds, Ph.D.
Vice President of Learning and Student Success

Rhonda Seibert
Associate Vice President, Operations

Melissa Hvitved
College Senate Chairperson

Julie Wurtzel
Executive Director of Advancement
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COLLEGE PROFILE

College History
Accreditation
Statement of Non-Discrimination
Campus and Service Locations
COLLEGE HISTORY

In July of 1966, the State Board of Education approved the formation of the Area I Vocational-Technical School with Calmar as its administrative headquarters. The district approved included public school districts in Allamakee, Chickasaw, Clayton, Fayette, Howard and Winneshiek counties, as well as sections of Bremer, Buchanan and Mitchell counties.

On September 5, 1967, Area I Vocational-Technical School had 170 students enrolled in 12 programs. The school also broke ground on construction of college facilities on the 210-acre Calmar campus, which now includes Darwin L. Schrage Administration, Max Clark Hall, Wilder Business Center, Industrial Technologies, Student Center, Agricultural Technologies, Beef Science Education Center, Child Development Center and Iowa's Dairy Center, a $4.1 million dairy education center and applied research laboratory built in 2000.

The merged Area I Vocational-Technical School was enlarged in 1970 to include the public school districts in Dubuque and Delaware counties and sections of Jones and Jackson counties. In 1971, the school began offering career education programs in Dubuque at several locations throughout the city, including the Roshek building.

In April 1979, Area I Vocational-Technical School changed its name to Northeast Iowa Technical Institute. This same year, the Peosta campus was established. The Peosta campus currently includes the main building, the Gas Utilities and Construction building, a Child Development Center, the National Education Center for Agricultural Safety and most recently the Industrial Technologies building, which opened in August 2010.

In 1988, formal approval of community college status for Northeast Iowa Technical Institute was given by the State Board of Education to develop curricula and programs that would lead to awarding Associate of Arts, Associate of Science and Associate of Applied Science degrees. The school’s name was changed to Northeast Iowa Community College (NICC).

NICC has since expanded to include service locations in Cresco, Dubuque, New Hampton, Manchester, Oelwein and Waukon. The purpose of these locations is to bring education and training to students in their communities and to serve as a catalyst for economic development. In 2008, the Town Clock Business Center in Dubuque was expanded to include a one-stop center with Iowa Workforce Development (IWD) and East Central Intergovernmental Association (ECIA).

In December 2007, taxpayers passed, by supermajority, a $35 million renovation and construction bond levy for the College. The funds supported construction and renovation of the industrial technologies buildings on each campus, the Student Center on the Calmar campus, renovations to the health and science labs and a new library on the Peosta campus, the Darwin L. Schrage Administration Building in Calmar, and the Wilder Business Center, which opened in January 2013.

In spring 2016, the College officially re-opened the Agricultural Technology Building that houses the John Deere TECH program. The facility, one of the earliest buildings constructed at the Calmar campus, was completely renovated and updated to support the program with new lab areas and technology.

In 2016, the College was recognized as one of the best schools in the U.S. for online learning by Affordable Colleges Online, and the Practical Nursing program at NICC was ranked the number one L.P.N. program in Iowa by practicalnursing.org in 2017.

Under the leadership of its current President, Liang Chee Wee, Ph.D., Northeast Iowa Community College celebrated its 50th anniversary in 2016 and is more committed than ever to transforming and honoring its communities one student at a time. We invite you to join us as we continue to make history.

ACCREDITATION

Northeast Iowa Community College (NICC) is a public community college approved by the State Board of Education. Curricula are also approved by the State Board of Education, with additional approval through the Veteran’s Education Unit of the State Department of Education for the Veteran’s Administration.

Northeast Iowa Community College is accredited by the Higher Learning Commission (HLC).

STATEMENT OF NON-DISCRIMINATION

Northeast Iowa Community College prohibits discrimination in educational programs, employment and activities on the basis of age, race, creed, color, sex, sexual orientation, gender identity, national origin, religion, disability, pregnancy or genetic information as required by the 1964 Civil Rights Act, Titles VI and VII; the 1972 Education Amendments, Title IX; the Age Discrimination in Employment Act of 1975 (ADEA); the Federal Rehabilitation Act of 1973, Section 504; the Americans with Disabilities Act (ADA) of 1990, Title II; Titles I and V; the Civil Rights Act of 1991, the Genetics Information Nondiscrimination Act of 2008 and the Iowa Code, Chapter 216.

It is also the policy of this district that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and variety of careers, roles and lifestyles open to women as well as men in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of age, race, creed, color, sex, sexual orientation, gender identity, national origin, religion or disability. The curriculum should foster respect and appreciation for 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.

Inquiries and grievances regarding compliance with applicable state and federal laws may be directed to the executive director of human resources, P.O. Box 400, Calmar, Iowa 52132, or to the Director of the Iowa Civil Rights Commission, Des Moines, Iowa or to the Director of the Region VII Office of Civil Rights, Department of Education, Kansas City, Missouri.
CAMPUS AND SERVICE LOCATIONS
The College’s commitment to communities throughout northeast Iowa has produced eight service locations in Cresco, Dubuque, Manchester, Oelwein, Waukon, New Hampton and the Small Business Development Center (SBDC) in Dubuque. Each service location provides educational opportunities and services to students interested in taking classes close to home. Among the services provided are economic development, workforce development, day and evening credit and continuing education classes, high school equivalency diploma (HSED) preparation, English for Speakers of Other Languages (ESOL) classes and adult literacy and programs designed for adult learners returning to college. In 2012, NICC piloted the Student Success Center model at the Dubuque Center and the Regional Academy for Math and Science (RAMS)/Oelwein Center centers to augment the College's outreach capability and build upon the individualized services for students at all locations.

* Not all services are available at the service locations. Contact the service location you are interested in for additional information.

CALMAR CAMPUS
1625 Hwy. 150 S.
P.O. Box 400
Calmar, IA 52132
563.562.3263
800.728.2256
Fax: 563.562.3719

PEOSTA CAMPUS
8342 NICC Drive
Peosta, IA 52068
563.556.5110
800.728.7367
Fax: 563.556.5058

ONLINE
www.nicc.edu/online
admissions@nicc.edu

AMERICA’S SBDC IOWA
Located in the Schmid Innovation Center
900 Jackson St., Ste. 110
Dubuque, IA 52001
563.588.3350

CRESO CENTER
1020 2nd Ave. S.E.
Cresco, IA 52136
563.547.3355
Fax: 563.547.3402

DUBUQUE CENTER
700 Main St.
Dubuque, IA 52001
563.557.8271, ext. 100
Fax: 563.557.8353

MANCHESTER CENTER
1200½ W. Main St.
Manchester, IA 52057
563.822.1016

NEW HAMPTON
Located inside New Hampton High School
701 W. Main St.
New Hampton, IA 50659
641.394.2144

REGIONAL ACADEMY FOR MATH and SCIENCE (RAMS)/OELWEIN CENTER
1400 Technology Drive
Oelwein, IA 50662
319.283.3010
Fax: 319.283.1893

TOWN CLOCK BUSINESS CENTER
680 Main St., Ste. 100
Dubuque, IA 52001
563.557.8271, ext. 380
Fax: 563.557.0319

WAUKON CENTER
1220 Third Ave. N.W., Ste. 102
Waukon, IA 52172
563.568.3060
Fax: 563.568.0016

WILDER BUSINESS CENTER
1625 Hwy. 150 S.
Calmar, IA 52132
563.562.3263
800.728.2256
Fax: 563.562.3719
CAMPUS INFORMATION

Campus Environment
Sex Offender Notification Policy
Campus Emergencies
Campus Security
Consumer Information
CAMPUS ENVIRONMENT

FACULTY-TO-STUDENT RATIO
The faculty of Northeast Iowa Community College (NICC) is committed to high-quality instruction and personal attention to students. The average student-faculty ratio is 14:1. The faculty comprises individuals who are well prepared through formal educational preparation and previous occupational experience. Faculty members keep abreast of educational and technological changes through conferences, seminars and coursework as well as on-site visits to other institutions of higher education.

ILLEGAL DRUGS AND MISUSE OF ALCOHOL
It is the goal of the College to provide a safe and healthy environment for students and employees. The College shall comply with all state and federal laws, including Drug-Free Schools and Communities Act Amendments of 1989. NICC prohibits the possession, use, and distribution of alcoholic beverages by minors and illegal drugs by any person on the campus, at college-sponsored events and in college-managed property.

Students and employees who engage in prohibited conduct are subject to immediate disciplinary action, up to and including termination of employment, expulsion from the College and referral to law enforcement. Disciplinary sanctions may include the completion of an appropriate rehabilitation program.

TOBACCO-FREE ENVIRONMENT
It is the intent of Northeast Iowa Community College to provide a healthy environment for employees, students and visitors and to be in compliance with the Iowa Smoke Free Air Act (effective date July 1, 2008). In keeping with this intention, the use of any/all nicotine products is prohibited at all properties, including buildings, vehicles and grounds, owned by or leased by Northeast Iowa Community College. This prohibition is in effect both indoors and out-of-doors, including inside any vehicle located on property leased, occupied or owned by Northeast Iowa Community College. In addition to traditional tobacco products, e-cigarettes are also prohibited. This policy applied to all employees, students and visitors.

COMMUNICABLE DISEASE RESPONSIBILITY
NICC believes students or employees with communicable diseases should be allowed to attend to their regularly assigned duties as long as they are physically able to perform the tasks assigned to them and as long as their attendance does not create a substantial risk of transmission of the illness to students or employees in the College. The College will make every effort, in light of the individual's circumstances, to provide the least restrictive environment for continued attendance.

CAMPUS SEXUAL VIOLENCE ELIMINATION (SAVE) ACT AND WOMEN AGAINST VIOLENCE ACT (VAWA)
The Campus SaVE Act seeks to address the violence women face on campus: the highest rates of stalking, and the highest risk of nonfatal intimate partner violence. In 2013, federal legislation strengthened and reauthorized the Violence Against Women Act (VAWA). Included in the bill was the Campus Sexual Violence Elimination Act (Campus SaVE), which amends the Jeanne Clery Act and affords additional rights to campus victims of sexual violence, dating violence, domestic violence and stalking. This bill requires colleges to adopt certain institutional policies to address and prevent campus sexual violence, such as to train students on awareness topics relating to sexual misconduct including domestic violence, dating violence and stalking.

SEXUAL RESPECT AND TITLE IX
NICC expects that all members of the College community – students, faculty, staff and friends – should be able to pursue their education and work in a safe environment, free from sexual coercion, violence or intimidation. The College is committed to fostering a safe campus environment where sexual misconduct and violence are unacceptable, and where survivors or those who believe they were harmed by another person are provided support and avenues of remedy as appropriate. All members of the College community are expected to conduct themselves in a manner that is respectful of the rights of others. The Title IX efforts of NICC are focused on education and training to encourage a climate of sexual respect.

Report an incident online or contact the Title IX Coordinator or any NICC employee, to report a concern that involves sexual violence or harassment. If you are faced with an emergency or crisis, dial 911. NICC offers a confidential resource person on each campus. If you would like to speak to a confidential resource, contact a Campus Counselor.

Sometimes people are afraid to report sexual violence or harassment because drugs or alcohol are involved. The College's highest priority is the safety of everyone on campus. The use of alcohol or drugs never makes the person who was victimized at fault for sexual violence.

The College prohibits any form of retaliation against a complainant. Any allegations of retaliation will result in an immediate investigation and appropriate action consistent with the College's due process procedures.

Additional information, including a comprehensive list of support resources, can be found at www.nicc.edu/titleix

EDUCATION AND AWARENESS
NICC provides quality educational programs for its students and staff on social and contemporary issues. Guest lectures, video presentations and seminars are held to provide information to our College community about such areas as peer pressure resistance, health concerns, rehabilitation and awareness. When applicable, instructors provide educational information concerning social and contemporary issues within the academic environment.

EQUAL OPPORTUNITY, HARASSMENT AND NONDISCRIMINATION POLICY
Northeast Iowa Community College (NICC) affirms its commitment to promote the goals of fairness and equity in all aspects of the educational enterprise. Northeast Iowa Community College reserves the right to act on incidents occurring on-campus or off-campus when the off-campus conduct could have an on-campus impact or impact.
on the educational mission of Northeast Iowa Community College.

Reports of discrimination, harassment and/or retaliation should be made to either the Executive Director for Risk Management or the Executive Director of Human Resources. If you prefer to remain anonymous or would like to report in writing please fill out an Incident of Concern Report at www.nicc.edu/titleix. Click on the red box at the top of the page labeled “Report an Incident”.

Inquiries and reports may be made externally to the Iowa Civil Rights Commission, United States Equal Employment Opportunity Commission (EEOC) and/or Office of Civil Rights, U.S. Department of Education. Contact information for these agencies are included in NICC’s Equal Opportunity, Harassment and Nondiscrimination policy.

The full policy is available at www.nicc.edu/titleix.

SEX OFFENDER NOTIFICATION POLICY
Northeast Iowa Community College (NICC) maintains procedures that facilitate the prompt notification of appropriate personnel of the presence of an employee or student who is a convicted sex offender. Enrollment decisions and/or attendance stipulations for registered sex offenders are based on the specific details of each case.

Iowa Code Section 692A.3A states that registered sex offenders are required to notify the College of their status upon application to the College, enrollment in a non-credit College course or program or at such time they are placed on a sex offender registry during enrollment at the College. Failure to self-disclose at the time of acceptance or during enrollment could lead to dismissal from the College. In some instances, an individual may be required to obtain written permission from the College to enroll in courses or to continue in a particular program.

Students are to notify the compliance director of their status on a sex offender registry by completing a registrant request form. The form is available at www.nicc.edu/aboutnicc/studentandconsumerinformation/sexoffendernotification

CAMPUS EMERGENCIES
If a campus emergency should arise, an alarm will sound or an appropriate announcement will be made. Emergency routes are posted in each room near the exit, designating escape routes and shelter areas. Fire and tornado drills are held on a regular basis.

MEDICAL EMERGENCIES
A medical emergency may involve a person with any of the following symptoms:
- weakness, dizziness, paleness, chest pains, breathing difficulty, nausea, high pulse rate, heart palpitations, fainting and/or serious bleeding. In a medical emergency, the following steps should be taken:

1. Call 9-911 and then notify the switchboard (0) and report location (building, floor, room number or area) and the nature of the problem.
2. Make the person comfortable and attempt to keep the person calm. If certified in CPR and AED and the situation warrants, begin CPR.
3. Inform the person that the College will contact a family member on their behalf.
4. If medical service responders determine the person needs further attention, he/she will be transported to the hospital.
5. The staff or student who first happened upon or determined the medical emergency will initiate an emergency form-medical incident and submit to the Associate Vice President for Operations office immediately.

SIMPLE INJURIES
This type of injury can be described as one that occurs from an accident while the individual is on campus. First-aid kits are available at the switchboard and at various areas throughout the campus buildings. All injuries must be reported to the campus provost or a campus dean or designee, with a medical incident report form filed within 24 hours.

CAMPUS CLOSING
If inclement weather would occur causing a delay or closure, the College will notify students by email and text messaging using the RAVE alert system. Postings will also be available from local media sources and on the college switchboard greeting. Students are encouraged to take advantage of the free RAVE alert system. Information to enroll in the RAVE alert system is available at the office of the Associate Vice President for Operations at the Calmar Campus.

CAMPUS SECURITY
CLERY ACT ANNUAL SECURITY REPORT
In 1991, the U.S. Congress passed the Student Right-to-Know and the Campus Security Act, which requires colleges to report the three previous years of statistics on murder, sex offenses, robbery, aggravated assault, burglary and motor vehicle theft and statistics on arrests for drug and alcohol violations and weapons violations. In 1998, Congress passed an amendment renaming the act to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and required that all crimes motivated by hate or bias be included in the statistics. The Violence Against Women Reauthorization Act of 2013, Public Law 113-4, Section 304, requires the College to comply with all state and federal laws regarding sexual assault and all forms of sexual misconduct including intimate partner violence, stalking, dating violence, sexual violence, sexual harassment and domestic violence. Information concerning sex offenders in the NICC district can be found at www.iowasexoffenders.com.

NICC campus crime statistics are published in the Campus Security Report, and can be found at www.nicc.edu/aboutnicc/studentandconsumerinformation.
REPORTING CRIMES
NICC has recognized the importance of maintaining a safe and secure learning environment. Students and staff are encouraged to report all criminal and/or suspicious activity to the Associate Vice President for Operations office or designee. In the event of an emergency, call 9-911 to expedite the appropriate response by authorities. All reports will be investigated.

HOSTILE PERSON/INTRUDER ON CAMPUS NOTIFICATION AND PROCEDURE
The College can notify students and staff of a dangerous situation via email and text messaging using the RAVE alert system. Please take advantage of this communication tool. Instructions are available through the Associate Vice President for Operations Office.

SECURITY PROCEDURES
The College security procedures for a hostile person/intruder on campus guide staff response if they witness behavior that includes, but is not limited to:

1. Conduct that is hostile, aggressive, physically threatening or passively resistant
2. Threats and/or presence of a weapon

The safest approach is to extract yourself from the direct threat environment and immediately contact staff or call 9-911 for assistance. When calling for assistance, please clearly state the location and nature of the incident.

When a security incident is activated, the NICC Incident Command Team or local law enforcement will manage the situation and all staff will follow their directions until relieved of their duties.

Students and staff are encouraged to view the “Run, Hide, Fight” video and review ALICE posted at www.nicc.edu/emergency.

CAMPUS VISITOR CONDUCT
NICC is strongly committed to the safety of the College community. Safety helps to ensure a productive learning environment for students, faculty and staff. Campus visitors are expected to adhere to the same conduct expectations of the College community including civil, respectful and safe behaviors. NICC reserves the right to contact law enforcement officers to immediately remove anyone from College property who is deemed a threat to campus safety and security or who is disruptive to the learning and teaching environment. Such individuals will not be permitted to re-enter College property and will be notified in writing about the duration of their exclusion from College property.

CONSUMER INFORMATION
Pursuant to the Higher Education Opportunity Act, the following information will be made available to currently enrolled and prospective students online at www.nicc.edu, and upon request.

• Family Education Rights and Privacy Act (FERPA) rights.
• Contact information for assistance in obtaining institutional or financial aid information.
• Information on all need-based and non-need based federal, state, local, private and institutional financial assistance programs, terms and conditions of Title IV loans, criteria for selecting recipients for determining award amounts, eligibility requirements and procedures for applying for aid, methods and frequency of disbursements of aid, rights and responsibilities of students receiving Title IV aid, Satisfactory Academic Progress standards and terms of any loan received including a sample loan repayment schedule and the necessity of repaying the loan. Conditions applicable to employment provided as part of the financial aid package, and the exit counseling information the school provides and collects.

• Information about facilities and services available to students with disabilities.
• Information about the cost of attendance, including tuition and fees, books and supplies, transportation costs and other additional cost for a program.
• Information on the school’s refund policy, procedures for official withdrawal and requirements for Return of Title IV aid.
• Information about the academic programs including current programs, facilities that relate to the academic program, faculty and other instructional personnel and any plans for improving the academic program.
• Statement of the transfer of credit policies.
• Policies and sanctions related to copyright infringement.
• Information regarding programs that are in part or in fully offered by another entity.
• Names of accrediting agencies and the procedures for obtaining and reviewing the documents that describe the accreditation approval or licensing.
• Written notice with information on the penalties associated with drug-related offenses.
• Vaccinations policies.
• Information posted on the College Navigator website.
• Information on student body and diversity.
• Net Price Calculator.
• ISBN and retail price information for required and recommended textbooks and supplemental materials for each course listed on the course schedule.
• Disbursement of books and supplies for Pell-eligible students.
• Drug and alcohol policies, procedures and support services.
• Completion or graduation rates of certificate or degree-seeking first-time, full-time, undergraduate students.
• Information regarding the placement in employment of, and types of employment obtained by, graduates of the school’s degree or certificate programs.
• Retention rate of certificate or degree seeking, first-time, undergraduate students.
• Annual Security Report.
• Gainful Employment information required of all Gainful Employment academic programs.
• Information about state grant and loan information, loan disclosures, student rights and responsibilities and information on entrance and exit counseling for student loan borrowers.
• Code of Conduct for Educational Loans.
SERVING THE COMMUNITY

Northeast Iowa Community College Foundation
High School Options-Earning College Credit
Community Cooperative Educational Programs
Business and Community Solutions
NICC FOUNDATION
The Northeast Iowa Community College (NICC) Foundation, a 501(c) 3 corporation, is committed to building long-term, sustainable resources through charitable giving in support of students, innovative educational and training programs to meet the workforce needs of our communities and helping to ensure the future of the College.

FOUNDATION MISSION
The Foundation promotes the ongoing success of NICC students by providing external resources that support and expand educational opportunities.

FOUNDATION VISION
Foundation activities are focused on building assets for strategic initiatives and helping to ensure the future of the College. By expanding funding resources, the Foundation helps build the College’s capacity for educational excellence. The funds raised are used to:

• Support student access and success including scholarships and student support services
• Enhance teaching excellence and innovation
• Support continued faculty and staff development
• Build instructional and institutional resources and technology
• Support infrastructure expansion
• Promote expanded cultural and diversity offerings

EVENTS
Golf Tournaments
Since 1981, the NICC Foundation has hosted golf tournaments to raise funds for scholarships. Sponsorship of and participation in these tournaments directly affect the lives of students and their families who, without the option of scholarships, may not be able to obtain an education.

Hall of Fame
Each year, outstanding alumni and retirees are recognized for their career accomplishments as well as service and leadership in their communities. The Hall of Fame also honors newly-inducted Legacy Society members. These individuals have chosen to honor their passion for education with a charitable planned gift by naming the College in their will or as a beneficiary on their life insurance policy or their individual retirement account.

Donor Recognition
Donor recognition allows the NICC Foundation and faculty, staff and students the opportunity to thank donors who have generously given gifts supporting students, programs and strategic initiatives helping to ensure the future of the College.

ALUMNI
The college offers several benefits for Area 1, Northeast Iowa Technical Institute and Northeast Iowa Community College alumni. These benefits include hotel discounts, alumni events, hall of fame recognition, alumni newsletter and more. www.nicc.edu/alumni.

HIGH SCHOOL OPTIONS - EARNING COLLEGE CREDITS
Northeast Iowa Community College has cooperative programs with 25 high schools in its district. These cooperative agreements identify career technical and academic program prerequisite courses for high school students, provide a challenging educational experience and ensure a smoother transition to college. All programs are guided by Senior Year Plus, available at: www.educateiowa.gov/adult-career-community-college/senior-year-plus-syp

CONCURRENT ENROLLMENT
Northeast Iowa Community College’s concurrent enrollment program has been accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP). NACEP ensures rigor and high standards “so students experience a seamless transition to college and teachers benefit from meaningful, ongoing professional development” (www.nacep.org). Concurrent enrollment classes enable high school students who have met the requirements of the College and the local district to take college coursework. High school instructors who have been approved and contracted by the community college teach these college courses using the NICC curriculum. High school and college credit is received upon successful completion of the coursework. Concurrent enrollment classes are open to all registered community college students. Visit: www.nicc.edu/collegecredit to view available course options at your high school.

ARTICULATION
Articulation is the process of mutually agreed upon core competencies and performance levels transferable between institutions (school district and NICC) and courses for college credit. Articulation enables students enrolled in high school courses to receive articulated credit for NICC career and technical program, non-transfer level classes. Competencies are agreed upon between the high school and the College faculty and dean. Credit is entered on an NICC transcript after the student has accumulated 12 NICC credits post-high school. Students must attend NICC within 12 months of high school graduation to be eligible for articulated credit. Articulated courses do not contribute to the student’s NICC grade point average, but do satisfy specific career program requirements. Visit www.nicc.edu/collegecredit to view articulated courses at your high school.

COMMUNITY COOPERATIVE EDUCATIONAL PROGRAMS
The Northeast Iowa Community College (NICC) Board of Trustees supports providing access to personal and professional continuing education enrichment opportunities for district residents. These enrichment courses are offered on our campuses, at the service locations and other sites throughout northeast Iowa as appropriate. Individuals at the NICC campuses and service locations, with input from business, industry, community school districts and community members, are actively involved in the development and delivery of these programs.
ADULT EDUCATION AND LITERACY PROGRAM
The Adult Education and Literacy (AEL) program offers classes to any adult, age 16 or older, who is not enrolled or required to be enrolled in school. The classes provide basic skills instruction in math, reading, writing and listening. High school equivalency diploma (HSED) and Brush-Up classes are offered as independent study, so people can come as their schedule allows and work at their own pace. Adult Basic Education (ABE) and English for Speakers of Other Languages (ESOL) have regular class times. The classes are ongoing, so a person may enroll at any time during the year; some operate for 12 months, others for nine.

- Adult Basic Education (ABE) teaches skills necessary for daily life, consumer needs and workforce development.
- Brush-Up offers current or prospective college students a review of high-school level skills.
- English for Speakers of Other Languages (ESOL) helps people with limited English speaking and writing for their daily life skills. The Adult Education and Literacy (AEL) program offers classes to any adult, age 16 or older, who is not enrolled or required to be enrolled in school. The classes provide basic skills instruction in math, reading, writing and listening. High school equivalency diploma (HSED) and Brush-Up classes are offered as independent study, so people can come as their schedule allows and work at their own pace. Adult Basic Education (ABE) and English for Speakers of Other Languages (ESOL) have regular class times. The classes are ongoing, so a person may enroll at any time during the year; some operate for 12 months, others for nine.
- High school equivalency diploma (HSED) classes help students who did not finish high school to receive a high school equivalency diploma from the state of Iowa. The diploma shows that an individual has a level of educational development similar to a high-school graduate. The five HSET tests are reading, writing, math, social studies and science. They are available in English, Spanish, French, large print and audio formats.

HSED classes are available throughout the district. Intensive month-long academies for those ready to finish their HSED studies are available at rotating sites around the district by invitation only. Testing centers are located at the Calmar and Peosta campuses and at the Dubuque Center. Since most employment and training opportunities require a high school diploma or its equivalent as the minimum educational standard, this program is vital for those working toward college or career goals.

For more information about the AEL program, call 888.642.2338, ext. 105.

BUSINESS AND COMMUNITY SOLUTIONS
Northeast Iowa Community College (NICC) Business and Community Solutions programs are marked by three student driven and community focused principles: program versatility, location diversity and flexible scheduling. Programs, personal and professional, are developed and delivered in response to the educational needs to the people and the businesses in the communities we serve. During a typical school year, NICC Business and Community Solutions will offer more than 50,000 enrollments in a variety of programs.

The needs of our communities are important in the program planning process. Business and Community Solutions offers the student the opportunity to participate in programs ranging from one-hour seminars to multi-day educational sessions. In cooperation with local school districts, Business and Community Solutions offers many programs at various sites throughout our communities and online providing convenient educational opportunities. Business and Community Solutions partners with business and industry in northeast Iowa to provide innovative, customized training for workforce development.

For more information on Business and Community Solutions programs visit www.nicc.edu/solutions or call:
Calmar: 800.728.2256, ext. 399
Dubuque: 563.557.8271, ext. 380

VOCATIONAL PROGRAMS
Northeast Iowa Community College (NICC) occupational programs are designed to provide the specific skills and knowledge essential for successful entry into an occupation. These courses and career pathway certificates are designed in various employment fields for training and retraining.

Some occupational programming areas offered include:
Agriculture, business, health occupations, computer technology, family and consumer
SERVICE THE COMMUNITY

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science, advanced manufacturing/industrial technology, renewable energy and office occupations.

Examples of programs offered include: Banking, Real Estate Sales, Nurse Aide, Emergency Medical Technician, Phlebotomy Technician, Coaching, Computer Networking, Computer Numerical Control (CNC), Welding, Advanced Manufacturing, Building Construction, Construction Equipment Operator and Class A Commercial Driver’s License (CDL) as well as numerous other programs of interest.

All programs follow applicable state and federal guidelines for curriculum development, and carry licensure or certification opportunities if appropriate.

PORTABLE COMPUTER LABS
Northeast Iowa Community College (NICC) maintains several portable computer labs for the delivery of hands-on technical skills training for business and industry clients. Businesses experiencing software upgrades or needing skills upgrades for their employees can contract with NICC to bring the training lab onsite or to a convenient location. NICC can also customize curriculum to address specific business or industry needs.

 LICENSURE AND RECERTIFICATION
The Mandatory Continuing Education Act, requiring licensed occupations in the state to have a certain amount of Business and Community Solutions as a condition of relicensure/recertification, was passed by the state of Iowa in 1977.

Northeast Iowa Community College (NICC) Business and Community Solutions provides a variety of relicensure/recertification opportunities and awards Continuing Education Units (CEU) for completion of continuing education experiences.

Examples of occupations for which programs are currently offered include: Cosmetologists, physical therapists, dentists, psychologists, dental hygienists and assistants, real estate agents, speech pathologists, funeral directors, audiologists, lawyers, social workers, respiratory therapists, accountants, nurses, pharmacists, dietitians, insurance agents, nursing home administrators, water/waste plant operators, electricians, plumbers, massage therapists and auto dealers. Additional program information may be available upon request.

CONFERENCE PLANNING SERVICES
Organizations and businesses planning meetings, large conferences or events can call upon the Northeast Iowa Community College (NICC) Business and Community Solutions team to provide program planning, curriculum development, instructor recruitment, logistical planning, catering, marketing, printing and accounting services for their event. Clients can select the specific services that they require to produce a memorable conference experience for participants. NICC provides services including facilities, technology, video conferencing, multimedia equipment, wireless internet and more to assist you in delivering high-impact learning experiences for your employees or organization members.

PROFESSIONAL DEVELOPMENT
The mission of the Northeast Iowa Community College (NICC) Business and Community Solutions is to collaborate with business, industry and the community to provide quality, personal and professional solutions that impact lives.

The Town Clock Business Center, located in Dubuque, and the Wilder Business Center on the Calmar campus, house full-scale Business and Community Solutions operations, complete with conference facilities, boardrooms with video conferencing services, computer labs, testing facilities, nursing labs and much more.

In addition to the Town Clock Business Center and the Wilder Business Center, computer labs, nursing labs, conference facilities and conference support accommodations may be found on the NICC campuses in Calmar and Peosta and at the NICC service locations in Cresco, Dubuque, Manchester, Oelwein and Waukon.

IOWA NEW JOBS TRAINING PROGRAM (260E)
This program provides training services to new employees of businesses that are new, expanding or relocating from another state to Iowa. Training services are tailored to meet the individual needs of the business. Types of training range from adult basic education to highly technical training. The program is funded through certificates sold by Northeast Iowa Community College. The certificates are paid off through the diversion of increased payroll tax receipts from the new jobs.

IOWA JOBS TRAINING PROGRAM (260F)
This program helps Iowa businesses fund customized training for current employees. It is designed to ensure that Iowa’s workforce has the skills and expertise to be competitive. Training can range from basic to highly technical skills. State funds are matched with those of the business to provide financial support for training.

CUSTOMIZED TRAINING
Northeast Iowa Community College can custom design cost-effective training to meet industry needs on a contracted basis. Topics include computer software, welding, CNC programming, Auto CAD, supervision, safety, ISO and QS9000, Lean Manufacturing, Workplace Lean and numerous other hard and soft skills programs.

CONSULTING SERVICES
Northeast Iowa Community College (NICC) works in partnership with a number of organizations to provide consulting services for business and industry. The Center for Industrial Research and Services (CIRAS) is an organization that provides technical expertise for solving production problems. CIRAS services can include anything from plant layout to setup reduction and product testing. The America’s Small Business Development Centers (SBDC) Iowa at NICC is physically located in downtown Dubuque at the Schmid Innovation Center where it is accessible to the northeast Iowa business community. It serves entrepreneurs and existing businesses in Allamakee, Clayton, Delaware, Dubuque and Winneshiek counties, providing free, confidential, customized business advice to businesses with 500 employees or less. The SBDC also presents affordable workshops that teach practical skills and techniques, conduct research, provide comprehensive information services and offer access to subject matter experts in a variety of fields.
For more information on the services provided by NICC Business and Community Solutions call:

Calmar: 800.728.2256, ext. 399
Dubuque: 563.557.8271, ext. 380
ENROLLMENT SERVICES

Admissions
Course Placement
Tuition and Fees
New Student Orientation
Academic Advising
Course Registration
International Students
Standards of Academic Progress
Standards for Healthcare Career Programs
Fraudulent Academic Credentials
ADMISSIONS
Northeast Iowa Community College (NICC) has an open admission policy and admits any person who can benefit from a program of study. Acceptance to the College, however, does not guarantee acceptance to all courses or academic programs; review the Program Admission policy below. Applicants may be required to take preparatory coursework, participate in a program interview or satisfy a minimum placement test score prior to entering specific college courses or programs.

NICC reserves the right to evaluate requests for admission and to refuse admission to applicants when considered to be in the best interest of the College. NICC may require a person to provide a medical statement from a physician for admission to a specific program or when it is otherwise in the best interest of the student and/or the College.

Schedule your campus visit today at www.nicc.edu/comewe visit or by calling the Admissions Office of the campus you plan to attend.

PROGRAM ADMISSION
Selected academic programs have specific admission requirements found on the individual program pages within the College catalog. The program admission requirements ensure the student possesses the potential to complete the program successfully. After all admission requirements have been completed, applicants will be considered for acceptance to the program on a first-come, first-served basis. A person who does not meet the requirements for a specific academic program may become eligible after completing appropriate coursework or re-testing on the identified assessment tool. Many programs have limited enrollment, so applicants should apply well in advance of the semester they plan to enroll.

ENROLLMENT PROCESS
1. Submit a completed application for admission online at www.nicc.edu/apply. There is no application fee.
2. Complete ACCUPLACER®, reading and writing assessment and ALEKS, math assessment at a campus Testing Center or at an NICC service location throughout the district. The assessments are computer adaptive, administered over the internet and provides information about academic skills within reading, writing and mathematics. Scores are used to advise students on appropriate coursework that will enhance and further their academic success. Please refer to the Placement Assessment section for information. The assessments may be waived completely or partially by submission of one of the following to the campus Admissions Office:
   • ACT®, ACT Compass® or other comparable placement assessment scores. Scores are valid for three years.
   • Applicable college coursework. Assessment requirements may be waived based on previous courses taken, credits earned and grades received. Send college transcripts to the Admissions Office of the campus you plan to attend for determination of partial or full placement test waiver.
3. Submit a high school transcript. The high school transcript/high school equivalency diploma (HSED) is not required for acceptance to the College, but is required for acceptance to specific programs. Program admission requirements can be found within the Programs of Study section of this catalog. Submission of your high school transcript is strongly encouraged to provide successful academic advising and satisfy eligibility requirements for federal financial aid.
4. Schedule an appointment with an advisor to review program requirements, finalize financial aid and register for courses.
5. An early registration appointment allows for the best selection of courses. Course schedules are available at www.nicc.edu/courses.

NON-DEGREE STUDENTS
NICC has many students who enroll in courses to transfer to another college, for self-improvement or for employment requirements. If a prospective student does not want to receive financial aid for the course costs, he or she should select "Not seeking a degree" as the program of study when applying to the college. Non-degree seeking students are considered General/Liberal Studies (GLS) students. Some courses require prerequisites and/or are reserved for program students. If a course has a prerequisite, the student must provide documentation that he or she satisfies the requirements for placement in the course.

GLS students are eligible to register online and receive online registration information in their acceptance letter/email from the Admissions Office.

RETURNING STUDENTS
Students returning to NICC after an absence longer than one year will need to complete a new application for admission. Returning students are subject to the policies and curriculum published within the effective College catalog at the time of readmission. Students who withdrew from the College in good standing are eligible for readmission. Good standing is defined as a student who does not owe money to the College or does not have a conduct code violation. Students have the opportunity to apply for readmission to the College after any suspension by notifying the Conduct Administrator and following the readmission process. Eligibility for readmission may be contingent on satisfactorily meeting specific conditions noted at the time of suspension or upon application for reentry to the College.

ADMISSION PARTNERSHIPS
Students interested in pursuing a four-year degree may take advantage of the services provided through an admission partnership program. NICC and several four-year colleges and universities have entered formal agreements for admission partnership programs for students interested in concurrent enrollment as well as transfer opportunities. Find a complete listing of admission
partnerships at www.nicc.edu. These agreements allow students to be enrolled at NICC and a partner school. Students are entitled to services that are outlined in the agreements.

Access transfer guides and articulation agreements at www.nicc.edu/transfer. Transfer is not limited to the listed colleges. For information regarding programs and colleges not listed, contact an academic advisor or the college you plan to attend.

COURSE PLACEMENT
Northeast Iowa Community College is committed to ensuring students are prepared to enroll in their required coursework. Degree seeking students must evidence minimal reading and writing competency through placement assessment, completion of developmental coursework or prior college credit attainment. ACCUPLACER® is used to assess skills in reading and writing and ALEKS® is used to assess skills in math.

Students complete course placement in reading comprehension, writing skills and mathematics prior to registering for classes. It is helpful to prepare for the placement tests to get an accurate measure of academic skills.

Course placements scores provide skill-based information that, combined with a student’s academic background, goals and interests, are used by the College to determine appropriate course placement, course selection and academic planning. Scores can also be used to fulfill prerequisite requirements for certain courses or in cases where an academic program may have a minimum placement score required for acceptance into that specific program.

The ability to read and comprehend is a core value of NICC. A base reading assessment score or evidence of appropriate course completion is required prior to graduation. The ACCUPLACER® Reading assessment is administered to all program students unless a waiver is granted. Waivers may be granted for the following:

- Recent high school graduate (within the last three years) with an un-weighted GPA of 2.67;
- Previous degree attainment; or
- Successful completion of 12 college credits with a grade of C or higher

Students who do not meet the minimal reading assessment level must enroll in a strategic reading course (RDG:030: Introduction to College Reading I, or SDV:092 Strategic Reading). Students are strongly encouraged to enroll in this course prior to or during the first semester of their program of study. Incoming students who have enrolled and completed Adult Literacy brush up reading programs have met the core course requirements for RDG 030 and may enroll in SDV:092 Strategic Reading. Students who complete the Adult Literacy brush up course may retake the ACCUPLACER® assessment to determine if the required placement score is obtained.

The ACCUPLACER® Writeplacer assessment is administered to program students who are required to complete Composition. When Composition is not required in a program, students will take the ACCUPLACER® Sentence Skills assessment.

ALEKS® (Assessment and Learning in Knowledge Spaces) math placement assessment is administered to identify math readiness. Students registering for a math course or enrolling in a program of study with a math requirement will need to complete an ALEKS® placement assessment. Waivers for ALEKS® may be granted when a transcript has been provided indicating completion of a math course with a grade of C- or higher.

Please refer to the academic program pages in the catalog for additional information or visit www.nicc.edu/academics. Reading and writing placement scores are valid for three years. Math placement scores are valid for 18 months prior to the date of course registration. Students have the option to retest to improve placement scores. There is no fee for the initial placement assessments for students enrolling into NICC. A fee of $20 is required for third and subsequent retests in reading and writing. Retests for math may be done up to five times within six months at no cost; a fee of $15 is required thereafter. There is a fee of $20 for proctoring assessments for other institutions.

Visit www.nicc.edu/courseplacement for more information.

TUITION AND FEES
Tuition and fees are based on the 2017-2018 academic year. These rates are subject to change at any time.

Iowa Resident Tuition
- $163 per credit hour.

Non-Iowa Resident Tuition
- $173 per credit hour.

International Tuition
- $188 per credit hour.

Student Fees
- Course Fee – $22 per credit hour
- Other Program Costs – Expenses vary depending on specific program requirements (such as textbooks, tools and uniforms).

OFFSET PROGRAM
A monthly payment plan for tuition and course fees is available through Nelnet Business Solutions (not available for textbook purchases). Nelnet is an online service that will set up automatic monthly payments to be deducted from a checking, savings or credit card account. Contact the Business Services Office for plan options and deadlines or for a brochure on the automatic payment plan.

RESIDENCY STATUS
A student enrolling at NICC shall be classified as a resident or non-resident of the state of Iowa based upon information furnished by the student on their application for admission and all other relevant information available about the student. The student shall remain a non-resident for tuition purposes unless the student changes their permanent residence to the state of Iowa and submits a Request to Change Residency Status to the Registrar.
To be determined a resident of Iowa, the student must document residing in the state of Iowa for at least 90 days prior to the beginning of the term in which he/she is enrolling. A brief statement explaining his/her main purpose for moving to Iowa is required. The student must not have moved to the state of Iowa primarily for educational purposes; students who are in the state of Iowa for educational purposes cannot be granted residency status. The student must also submit the Request to Change Residency Status prior to the start of the term for which the change would become official along with three supporting documents from different sources that include a date ninety (90) days prior to the start of the term for which the change is sought. 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.
- An Iowa voter registration card.
- Proof of Iowa Household credit on property taxes.

If a student gives misleading or incorrect information for the purpose of evading payment of non-resident fees, he or she must pay the non-resident fees for each term the student was not officially classified as a non-resident.

It is the responsibility of the 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.

For more information or to obtain a copy of the Request for In-State Residency Status, contact the Registrar.

**NEW STUDENT ORIENTATION**

Orientation provides students the opportunity to get their questions answered and their checklist completed before starting classes. Students should plan to attend a new student orientation on campus prior to the start of their first semester. Many students will also be invited by their faculty to attend an additional mandatory program orientation. Services and resources highlighted at New Student Orientation include confirming your schedule, verifying your financial aid, getting your student ID, finding your classrooms, purchasing textbooks (if available) and more. For specific details and dates on orientation, contact the Student Life Office at each campus or online at www.nicc.edu/orientation.

**ACADEMIC ADVISING**

Academic advisors guide and support students as they determine career goals, connect students with resources and services on campus and assist students with the registration process. Advisors are guided by a commitment to promote student development, critical thinking and personal responsibility.

An academic advisor is assigned to students during their first semester of enrollment and students are required to meet with their advisor at least once each semester, prior to registration for the upcoming semester. Students are expected to take an active role in the advising process by being prepared for advising meetings and understanding their degree requirements. Those seeking to continue their education after completing their degree at NICC are advised to begin the transfer planning process early. Further advising information is available at www.nicc.edu/academicadvising.

Students may request an advisor change by completing a form in the Advising Office.

**COURSE REGISTRATION**

Students will receive notification of registration dates each semester. Upon notification, students must contact their academic advisor to discuss future education goals, degree requirements and the registration process. The final decision on course selection and registration is the student’s responsibility.

**INTERNATIONAL STUDENTS**

**ADMISSIONS**

If you are a non-U.S. citizen, not a permanent resident of the U.S. and you are interested in attending NICC, please follow the outlined procedure below. Your admission will not be granted and an I-20 will not be issued until all of the requested information has been received. All forms are available from the Admissions Office or at www.nicc.edu/international.

- Complete an application for admission.
- Submit an official, secondary school transcript showing all courses and grades. All documents must be in English.
- If applicable, submit an official college or university transcript showing courses and grades of college/university work taken in English.
- Along with the Financial Statement and Certification Form, submit an official, certified copy of a financial guarantee letter from an accredited financial institution showing an available balance of $18,250 to cover living and academic expenses. All documents must be in English and currency in US Dollars.
- Complete the certification of Health Insurance Form showing proof of current and future health insurance coverage.
- Provide one of the following forms of English proficiency:
  - Test of English as a Foreign Language (TOEFL) score of 61 on the internet-based version
  - International English Language Testing System (IELTS) minimum overall band score of 6.0
• Official transcript showing completion of freshman level English at an accredited US college or university.
• Satisfy the ACCUPLACER or ACT course placement requirements for enrollment into College Composition I and college level reading courses
• Provide a copy of current passport. If applicable, provide a copy of current visa.

If students are transferring from another US school: request, complete and submit a transfer form. The transfer form is used by F1 Visa students coming to Northeast Iowa Community College from another U.S. institution.

Once completed, all application materials should be submitted as a packet to the campus you plan to attend. Please direct any questions concerning the application forms to the admission representative for your respective campus.

ADMISSION DEADLINES
International students must have all necessary application materials submitted to the Admissions Office by the appropriate application deadline date. Applicants currently residing outside the United States must submit all application materials no later than 60 days prior to the semester start date. Transfer applicants (a student with a valid I-20, studying at a US college/university) must submit all application materials no later than 45 days prior to the semester start date.

EXPENSES
International students tuition and fees are $210 per credit hour. Estimated annual academic expenses based on the 2017-2018 tuition rates are listed below as a guideline for planning your education and are not reflective of actual costs that the student may incur:

<table>
<thead>
<tr>
<th>Expense</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees (based on 32 credit hours)</td>
<td>$6,720</td>
</tr>
<tr>
<td>Textbooks</td>
<td>$1,400</td>
</tr>
<tr>
<td>Room and Board</td>
<td>$5,735</td>
</tr>
<tr>
<td>Mandatory Health Insurance</td>
<td>(1 yr) $1,000</td>
</tr>
<tr>
<td>Miscellaneous (Transportation/ personal expenses)</td>
<td>$3,200</td>
</tr>
<tr>
<td>Total</td>
<td>$18,055</td>
</tr>
</tbody>
</table>

All of the expense information is subject to change.
International students are not eligible for Federal or State of Iowa Financial Aid. If you have any questions concerning the application for admission, please contact the Admissions Office at either campus.

STANDARDS OF ACADEMIC PROGRESS
International students must enroll in at least 12 or more credit hours, unless approved by the international advisor, and maintain a minimum 2.0 cumulative GPA to remain in good academic standing. Any international student failing to maintain a 2.0 GPA will be placed on academic probation. International students on academic probation may enroll the following semester on a probationary status.

For a student to be removed from academic probation, a cumulative 2.0 GPA must be achieved or substantial academic improvement must be evident to the student’s international advisor. If, after the probationary semester, the student has not shown significant improvement toward their GPA, the student’s enrollment will be terminated.

STANDARDS FOR HEALTHCARE CAREER PROGRAMS
The Iowa Community College health leaders have established Iowa Core Performance Standards that identify the abilities essential for effective performance in a healthcare career. Students with disabilities are strongly encouraged to contact the program dean to review these performance standards prior to beginning coursework toward the health care degree. The dean will work with the student and the disabilities coordinator to determine if reasonable accommodations can be made. Potential applicants are required to provide all documentation related to the disability, including a medical evaluation, prior to meeting with the program dean. These materials must be submitted in accordance with the institution’s ADA Policy. The final decision for program entry will be made by the program dean.

FRAUDULENT ACADEMIC CREDENTIALS
Any person seeking to become a student at NICC who submits a fraudulent or altered academic credential to the college or who is found to have fraudulently altered NICC academic credentials or records will be subject to penalties including suspension or expulsion from the College and/or legal prosecution.
SERVING THE COMMUNITY

Student Responsibility for Catalog Changes
Student Conduct Code and Procedures
Overview of the Conduct Process
Formal Student Conduct Procedures
College Communications
Computer Systems Acceptable Use Policy
Copyright Infringement
STUDENT RESPONSIBILITY FOR CATALOG CHANGES
Each student is responsible for being familiar with the information and policies appearing in the College catalog. The College catalog is available at www.nicc.edu/catalog. Northeast Iowa Community College reserves the right to change policies or procedures or revise the information contained in the catalog at any time. Students should refer to the online catalog for the most current College policies and processes. Failure to read the policies and procedures will not be considered an excuse for non-compliance. Should the institution feel obligated for reasons including, but not limited to, low enrollment or financial constraints, the College reserves the right to terminate any courses or programs from its offerings. The College reserves the right to change policies or revise curricula as necessary due to unanticipated circumstances.

STUDENT CONDUCT CODE AND PROCEDURES

CIVILITY STATEMENT
As an academic institution, Northeast Iowa Community College exists for the transmission of knowledge, the pursuit of truth, the development of students and the general well-being of society. Membership in this academic community places a special obligation on all members to preserve an atmosphere conducive to the freedom to teach and to learn. Freedom to teach and to learn depends on opportunities and conditions in and outside the classroom that foster respect, integrity, honor and civil conduct.

Northeast Iowa Community College defines civility as the art of treating others, as well as ourselves, with respect, dignity and care. Civility is demonstrated when we are sensitive to the impact that our communications, practices and behaviors have on others, and when we acknowledge each person’s self-worth and unique contributions to the community as a whole. All members of the College community, students, faculty, staff and visitors have the right to work and learn in a safe environment which is civil in all aspects of human relations.

DEFINITION OF TERMS
- Academic Integrity Report: A document used by the College that identifies an alleged academic violation of the Student Conduct Code and details the facts that constitute the violation.
- Administrative Decision or Sanction(s): The disciplinary action taken by the conduct administrator (or designee) and/or the Student Conduct Hearing Board.
- College Administrator: Any individual or group employed by the College and given authority to make administrative decisions on behalf of the College.
- Conduct Administrator: A person employed by the College (or designee) in an administrative role with responsibility for and management of policies, protocol and procedures upholding the Student Conduct Code.
- Board of Trustees: The Northeast Iowa Community College Board of Trustees.
- Business Day: Any day on which the College is open for business. This excludes holidays, All College Day and any weather or emergency related closings.
- The College: Northeast Iowa Community College.
- College Expulsion: Permanent separation from the College. The student is banned from College property and the student’s presence at any College-sponsored activity or event is prohibited. This action may be reinforced with a trespass action as necessary.
- College Property: The College property, College facilities, or the College, which includes all the land, buildings, facilities, and other property, real or personal, in the possession of or owned, leased, used, controlled or managed by the College.
- Complainant: A member of the College community who has brought alleged violations under the Student Conduct Code against any student, group of students or student organization.
- Comprehensive Investigation: A comprehensive investigation takes place once it is determined...
through a preliminary investigation that there is reasonable cause to pursue a misconduct charge.

- **Student Conduct File**: The documents, recordings, evidence, etc. that pertain to the student conduct process.
- **Due Process**: Due process, as defined within these procedures, assures written notice of an alleged conduct violation and a conference or hearing before an objective decision-maker(s).
- **Faculty Member**: A person hired by the College to conduct academic instruction.
- **Incident of Concern Report**: A document used by the College that identifies a personal concern or alleged violation of the Student Conduct Code and details the facts that constitute the violation.
- **Policy**: Written regulations of the College supplemented by consistent written regulations of the College found in the catalog, website or other official College publications.
- **Preliminary Investigation**: The initial review of available evidence leading to a decision of whether to pursue the investigation further based on reasonable cause.
- **President**: The chief executive officer of the College.
- **Reasonable Cause**: A fact or circumstance that justifies a reasonable suspicion.
- **Responding Student**: A student, group of students or a student organization that have been issued charges of a student conduct code violation.
- **Staff Member**: A person hired by the College to provide service and support to students and the academic mission of the College.
- **Student**: A person taking courses from the institution, full-time and part-time, credit and non-credit, studying in any method of delivery and includes any person who has applied for admission to the College.
- **Student Advocate**: A person who may attend a Student Educational Conference or Student Conduct Hearing in support of the responding student.
- **Student Conduct Hearing**: When formal charges are filed and the charges are not settled informally or in an Educational Conference, or if the formal charges lead to an Immediate, Interim Suspension from the College due to a perceived significant threat to the College community, the case will be heard by the Student Conduct Hearing Board.
- **Student Conduct Educational Conference**: When determined that there is sufficient evidence to pursue a comprehensive investigation and formal charges are filed, the Conduct Administrator may hold an Educational Conference with the responding student. The charges may be settled informally, may lead to conduct sanction(s) or may lead to a Conduct Hearing.
- **Student Conduct Hearing Board**: The Hearing Board consists of a chairperson and four members trained in conduct policy and procedure.
- **Violation**: An act, or omission to act, which violates a regulation, policy or administrative rule of the College or of the Board of Trustees.

**STUDENT CONDUCT CODE VIOLATIONS**

The NICC Student Conduct Code applies to all students and is enforceable at the time of application to the College or at the time of enrollment for non-credit classes. NICC students are expected to conduct themselves as good citizens of the College community by respecting the rights and property of others. Any person who commits, attempts to commit or incites/aid others in committing acts of misconduct may be subject to disciplinary procedures by the College. The following student conduct violations may be grounds for disciplinary action except when explicitly authorized by the College. However, this is not an exhaustive list of all behaviors that may be subject to disciplinary actions.

- **Substantial obstruction/disruption of learning, teaching, administrative processes, disciplinary procedures or any College authorized function/activity.**
- **Unauthorized occupation/use of (or unauthorized entry into) any College property.**
- **Conduct which threatens or endangers the health/safety of any person on the campus or at any College authorized function/activity including, but not limited to, physical abuse, the threat of physical abuse, sexual misconduct and assault.**
- **Knowingly furnishing a false report or false warning that College property may be subject to a bombing, fire, crime, emergency or other catastrophe.**
- **Theft, defacement or damage to College property or to any agency/person on College property.**
- **Interference with any lawful right of any person on the campus including the right of access to College property.**
- **Animals are not permitted on campus with the exception of registered service animals and/or as permitted with advanced approval by College administration.**
- **Unlawful use, abuse, possession, selling, distributing or purchasing of alcohol or alcoholic beverages, prescription or non-prescription drugs, other controlled substances or drug paraphernalia.**
- **Use or possession of firearms, ammunition, dangerous weapons, substances, materials, bombs, explosives, or explosive, incendiary devices prohibited by law is prohibited at or in any location owned, leased or used by the College or at any College sponsored activity or event. This prohibition includes possession in any vehicle at or in any location owned, leased or used by the College or at any College-sponsored activities or events.**
- **Weapons include, but are not limited to: knives, guns (including BB, paintball, pellet) firearms, tasers or simulations of any such items (devices that appear to be real). A weapon may also include an object designed for use or used in a manner to inflict harm to a human being or animal or to damage property.**
• Off-campus conduct which directly and/or adversely disrupts or interferes with the educational or other functions of the College.

• Threatening behaviors such as verbal threats/abuse, humiliation, bullying, intimidation, stalking or harassment of any person of the College community sufficiently severe, persistent or offensive enough that it interferes with the victim’s ability to benefit from the College’s educational programming or activities. (See Discrimination, Harassment and Retaliation Policy).

• Sexual misconduct includes, but is not limited to, sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse and/or sexual exploitation. (See Sexual Respect and Title IX Policy)

• Dishonesty in any form at any time prior to or during the college process. This includes forgery, falsification of records, misrepresentation and lying.

• Academic dishonesty in any form such as cheating and plagiarism.

• Unauthorized use or possession of property belonging to the College or any agency/person on campus.

• Inappropriate use of social media and/or college technology including cyber bullying. (See Computer Systems Acceptable Use Policy).

• Iowa law and the Board of Trustees Policy prohibit smoking or use of tobacco products within college buildings, on college grounds and in vehicles. This includes the use of any device that replicates the smoking experience, such as e-cigarettes. (See Tobacco-Free Policy).

• Evidence of violation of any local, state or federal law when substantiated through the College’s conduct process.

• Gambling at a College-sponsored activity without specific authorization by the administration.

• Failure to comply with the directives of College personnel acting in the performance of their duties and/or failure to identify oneself to College officials when requested to do so.

• The use of vulgar, offensive, threatening or obscene language or behavior as determined by rational standards of civil behavior in a public environment.

• Operating a motor vehicle recklessly, so as to pose a threat to the safety of others, on campus or at College-sponsored activities off campus.

• Violation of College policies or regulations supplemental to the Student Conduct Code, which are published in any other official College publication.

• Retaliatory action taken by a responding individual or allied third party directed at an individual, group or any College representative.

• Abuse of or interference with the conduct process including, but not limited to: falsification, misrepresentation, concealing or destroying of any information related to a conduct case, attempting to discourage or influence another persons’ participation or use of the conduct process, failure to comply with the sanctions imposed as a result of the conduct process or harassment (verbal, physical, electronic) and/or intimidation of any member(s) of the conduct proceeding prior to, during or following a conduct case.

CAMPUS VISITORS
Campus visitors are expected to adhere to the same conduct expectations of the College community including civil, respectful and safe behaviors. NICC reserves the right to contact law enforcement officers to immediately remove anyone from College property who is deemed a threat to campus safety and security or who is disruptive to the learning and teaching environment. Such individuals will not be permitted to re-enter College property and will be notified in writing about the duration of their exclusion from the College property.

VIOLATIONS OF THE LAW
Alleged violations of federal, state and local laws may be investigated and addressed under the Student Conduct Code. When an offense occurs under the Student Conduct Code jurisdiction, the College conduct process may go forward notwithstanding any criminal complaint that may arise from the same incident. The College Conduct process may occur before, during or after any other civil or criminal proceedings.

The College reserves the right to exercise its authority of an immediate, interim suspension upon notification that a student is facing criminal investigation and/or complaint. Complete grounds and procedure for the conduct sanction(s) of immediate, interim suspension are outlined later in this document.

OVERVIEW OF THE CONDUCT PROCESS
Students should be aware that the student conduct process is quite different from criminal or civil court proceedings. Procedures and rights in the student conduct process are conducted with fairness to all, but do not include the same protections of due process afforded by the courts. Due process, as defined within these procedures, assures the student a written notice of a Conduct Code violation(s) and a conference or hearing before an objective decision-maker(s). No student will be found in violation of College policy without information showing that it is more likely than not that a policy violation occurred and any sanction(s) will be proportionate to the severity of the violation and to the cumulative conduct history of the student. Although consistency and fairness to all parties is a priority, procedures and timelines may vary based on the severity and complexity of the case.

STUDENT CONDUCT AUTHORITY
The student conduct process is not intended to punish students; rather, it exists to protect the interests of the community and to challenge those whose behavior is not in accordance with College policies. When a student is unable to conform behavior to College expectations, the student conduct process may determine that the student should no longer share the privilege of participating in the College community.
Student conduct/behavioral complaints, or other situations causing concern, may be reported through an Incident of Concern report which is located at www.nicc.edu/incidentofconcern. The College administration may act on a potential violation whether or not a formal complaint has been filed.

JURISDICTION

The NICC Student Conduct Code applies to behaviors that take place on any College property, at College-sponsored events and may apply off-campus when the College administration determines the off-campus conduct affects a substantial College interest such as:

- behavior that presents a danger or threat to the health or safety of the student or others; and/or,
- a situation that significantly impinges upon the rights, property or achievements of others or significantly breaches the peace and/or causes social disorder; and/or,
- a situation that is detrimental to the educational mission and/or interests of the College.

The Student Conduct Code also applies to behavior conducted online, via email or other electronic mediums. Students should be aware that postings such as blogs, web postings, chats and social networking sites are in the public sphere and are not private. These postings can subject a student to allegations of conduct violations if evidence is posted online. The College does not regularly search for this information, but may take action if and when such information is brought to the attention of College administration.

CODE INTERPRETATION AND REVISION

The conduct administrator is responsible for developing procedural rules for the administration of conduct conferences and hearings that are consistent with provisions in the Student Conduct Code. Minor modifications to procedure and timelines may be made that do not jeopardize the fairness owed to any party. Any questions of interpretation of the Student Conduct Code will be referred to the conduct administrator whose interpretation is final.

The Student Conduct Code will be reviewed and revised annually and as needed, with a comprehensive revision process being conducted every three to five years. The most current version of the Student Conduct Code should be viewed in the College catalog at www.nicc.edu/catalog.

FORMAL STUDENT CONDUCT PROCEDURES

A person and/or the College may file an Incident of Concern report on a student under these procedures any time after discovery of the student’s alleged violation of the Student Conduct Code. Every effort should be made to submit the Incident of Concern Report or notify the conduct administrator of the alleged conduct violation immediately after discovery in order to expedite the process.

The conduct administrator will preliminarily investigate and review the Incident of Concern report to determine whether an informal resolution is possible or whether a comprehensive investigation should be instituted. A college administrator has the responsibility and authority to take immediate, interim action at any time by suspending a student from classes, from the campus or otherwise alter the status of a student when a student’s behavior, actions or continued presence may constitute a significant danger to the student, the College community or College property.

The responding student may request explanation of the Student Conduct Code policies and processes from the conduct administrator or campus counselor.

Any deadlines listed in this document are general guidelines used to advance the process. The number of business days listed may vary based on the complexity of the case and the accessibility of information and individuals.

PRELIMINARY INVESTIGATION

A preliminary investigation consists of a review of the possible violations, history of the parties involved, context of the incident, potential behavioral patterns and the nature of the complaint. Generally within five business days of the filed complaint, the conduct administrator will determine whether there is reasonable cause to believe that the responding student violated the Student Conduct Code. If there is sufficient evidence to support reasonable cause, the conduct administrator will conduct a comprehensive investigation. If there is insufficient evidence to support reasonable cause, the allegations will be closed with no further conduct action, although additional services or support may be recommended or required.

COMPREHENSIVE INVESTIGATION

When conducting a comprehensive investigation, the conduct administrator will initiate a thorough, reliable and impartial investigation by developing a strategic investigation plan including a witness list, evidence list, intended timeframe, order of interviews of witnesses and the responding student, who may be given notice of the interview prior to or at the time of the interview. The conduct administrator will prepare the Notice of Conduct Violation letter containing the alleged policy violation(s) on the basis of the reasonable cause determination. This letter may be delivered to the responding student prior to, during or after the responding student’s interview, at the discretion of the conduct administrator. This process is normally completed within ten business days of initiating the investigation.

The following steps may take place during the comprehensive investigation:

- Interview all relevant witnesses, summarize the information they are able to share and have each witness sign the summary to verify its accuracy.
- Obtain all documentary evidence and information that is available.
- Obtain all physical evidence that is available.
- Complete the investigation promptly by analyzing all available evidence without unreasonable deviation from the intended timeframe.
- Make a finding based on the preponderance of the evidence or, whether a policy violation is more likely than not to have occurred.
• Provide the investigation report and findings to the responding student.
• Share the findings and update the complainant upon the status of the investigation and the outcome.

When it is determined through a comprehensive investigation that the Student Conduct Code violation(s) is more likely than not to have occurred, a combination of any three of the following disciplinary procedures will be initiated depending on the nature of the offense and/or the reaction of the responding student:
1. Immediate interim suspension and/or,
2. Student conduct educational conference and/or
3. Student conduct hearing

IMMEDIATE, INTERIM SUSPENSION
Any college administrator may take immediate, interim disciplinary action at any time by suspending a student from classes, from the campus or otherwise alter the status of a student when a student’s behavior, actions or continued presence may constitute a significant danger to the student, the College community or College property or if the student is facing allegations of serious criminal activity. An Immediate, Interim Suspension remains in effect until the conclusion of the disciplinary process or the student is notified otherwise in writing. Prior to suspension of a student, the college administrator will provide the student verbal notice of the alleged violation and an opportunity to provide an immediate response to the allegation. The college administrator will immediately file an Incident of Concern Report of the alleged student conduct violation with the conduct administrator. Interim disciplinary actions may include:
• Holds on student records, registration, new financial aid awards or transcripts.
• Removal from class, offices, College activities, clinical sites or any NICC related property or facility.
• Interim suspension from the College.

Causes for interim suspension include, but are not limited to, the following:
1. An attempt of bodily harm to anyone on College property.
2. Illegal possession, use, sale or purchase of drugs on any College property.
3. Use or possession of firearms, ammunition, dangerous weapons, substances or materials (except as expressly authorized by the College); or bombs, explosives or explosive, incendiary devices prohibited by law.
4. Destruction or theft of College property or another person’s personal property.
5. Possession of intoxicating beverages on College property or entering College property intoxicated.
6. Any activities causing a major disruption or disturbance to the College community.
7. Extreme verbal harassment or abuse of anyone on College property.
8. A violation of the Student Conduct Code which the administrator considers a serious violation.

A student who receives an Immediate, Interim Suspension may request a meeting with the conduct administrator (or designee) to demonstrate why an interim suspension is not merited. This meeting may be held off College property or by phone and regardless of the outcome of this meeting, the College may proceed with the scheduling of a conduct hearing.

STUDENT CONDUCT EDUCATIONAL CONFERENCE
In most student conduct cases, an emphasis will be placed on seeking an informal resolution or violation/sanction agreement between the responding student and the conduct administrator through an educational conference. The following options describe procedures based on whether the responding student accepts or rejects the Notice of Conduct Violation either in whole or in part. The responding student may choose to:
1. Accept responsibility for conduct violation/sanctions entirely or in part or,
2. Reject responsibility for conduct violation/sanctions entirely or in part.

When the responding student accepts responsibility for the conduct violation and agrees to the recommended sanction(s), the sanctions are implemented by the conduct administrator at an educational conference and the process ends. The educational conference may take place when presenting the Notice of Conduct Violation letter at the responding student’s interview, if applicable.

When the responding student accepts responsibility for the conduct violation, but does not accept the recommended sanctions, the conduct administrator will hold an educational conference on the sanction only, to discuss reasoning for the recommended sanction and hear the student’s rationale for rejecting the sanction. After thorough review and re-consideration, the resulting sanction decision of the conduct administrator is final.

When the responding student rejects responsibility for the conduct violation, the Student Conduct Hearing Board will be convened, typically within ten business days. Complete Conduct Hearing procedures are outlined later in this document.

When the responding student rejects responsibility for the conduct violation in part, a Student Conduct Hearing Board will be convened, typically within ten business days, to hear only the disputed charges. Subsequent sanctions will be based on only the violations the Conduct Hearing Board deem valid.

If a student is found responsible for the same conduct code violation a second time, the conduct administrator may decide whether the case should be heard in an educational conference or by the Conduct Hearing Board, based on the severity of the conduct and the student’s cumulative conduct history.

STUDENT CONDUCT HEARING PREPARATION
Students who are scheduled for an appearance before the Student Conduct Hearing Board (Hearing Board) will be given seven business days to prepare unless all parties agree to proceed more quickly.
Preparation for a Student Conduct Hearing includes the following steps;

a. Selection of the Hearing Board which consists of five members trained on conduct policy and procedures. Membership may vary from case to case. The Hearing Board will hear and review all evidence in the case including witness testimony and supporting documentation. The Hearing Board will make the decision whether the student is responsible or not responsible for the alleged violations and, if found responsible, will recommend the appropriate sanction(s) to the conduct administrator who has responsibility for the final sanction decision.

b. Notice of time, date and location of the Student Conduct Hearing (Conduct Hearing) will be delivered to the responding student by College email and registered mail to the most recent address of the student indicated on official College records. Once mailed, the communication will be deemed delivered.

c. At least three business days prior to a Student Conduct Hearing, the responding student must submit to the conduct administrator the following:
   • A response to the Notice of Conduct Violation letter.
   • A list of witnesses the responding student would like the College to call at the Hearing, if any.
   • A list of all items of physical evidence the student intends to use or requests to have present at the Conduct Hearing.
   • The names of any advocates who may accompany the student at the Hearing. If the responding student fails to respond to Conduct Hearing notice, the administrator may initiate a complaint against the student for failure to comply with a directive of a College official and give notice to the student of this additional conduct violation. Unless the student responds to this second notice within two business days, or does not respond to the original notice, an educational conference may be scheduled and held on the student’s behalf. As a result, the student may be administratively withdrawn from enrolled classes and/or a conduct hold may be placed on their College account, deeming them ineligible to register for courses until the student responds to the Conduct Hearing notice.
   d. The conduct administrator will ensure that a summary of all hearing information, including the names of the Hearing Board members, is shared with the responding student and the complainant at least one day prior to the Conduct Hearing.

STUDENT CONDUCT HEARING PROCEDURES
If the responding student cannot attend the scheduled Conduct Hearing, it is the student’s responsibility to notify the conduct administrator a minimum of three business days prior to the Conduct Hearing to arrange for another date, time or location. Except in cases of grave or unforeseen circumstances, if the responding student fails to give the required three day notice or if the student fails to appear, the Conduct Hearing will proceed as scheduled. No student may be found responsible for a Student Conduct Code violation solely as a result of the student’s failure to appear for a Hearing. In this case, the Conduct Hearing will proceed as scheduled and the information gathered through the comprehensive investigation will be presented to the Conduct Hearing Board for consideration.

The conduct hearing board chair will direct the Conduct Hearing according to the following guidelines:
1. The Hearing will be closed to the public.
2. Privileged communications between a student and a member of the professional staff where such communications were made in the course of performances of official duties and when the matters discussed were understood by the staff member and the student to be confidential, as well as those communications which are privileged by law will not be introduced as evidence before the Student Conduct Hearing Board without the written permission of the student.
3. Admission to the hearing of persons other than those involved or those on the submitted witness list, will be at the discretion of the hearing board chair and the conduct administrator.
4. The responding student has the right to an advocate whom may be chosen only from within the current College community unless an exception is granted by the conduct administrator. In the rare instance where civil or criminal court proceeding currently involve a responding student or at the discretion of the conduct administrator, legal counsel may be permitted to serve as an advocate. If the student wishes to have legal counsel present at the Conduct Hearing, a minimum of 3 days notice must be provided. In such instances, the College reserves the right to also have legal counsel present. The advocate may not ordinarily make a presentation or represent the responding student during the hearing. The advocate may confer quietly, exchange notes, clarify procedural questions with the hearing board chair and suggest questions to the responding student.
5. The conduct administrator will present the information/evidence of the case on behalf of the College. The responding student will then present information/evidence to the Conduct Hearing Board. The responding student, the conduct administrator and the Hearing Board members will all have the privilege of questioning witnesses and all present parties. Unduly repetitive witnesses or questions may be limited at the discretion of the hearing board chair.
6. Pertinent records, exhibits and written statements may be accepted as information for consideration by the hearing board chair. Formal rules of evidence are not observed. The hearing board chair may limit the number of character witnesses presented or may accept written affidavits of character instead.
7. All procedural questions are subject to the final decision of the hearing board chair and the conduct administrator.
8. After the Conduct Hearing, the Hearing Board will deliberate and determine by majority vote whether it is more likely than not that the responding student has violated the Student Conduct Code. The responding student will not be present during deliberations. The Conduct Administrator is responsible for informing the Hearing Board of applicable precedent and of any previous conduct violations or other relevant behavioral pattern evidence about the responding student. The conduct administrator may also inform the Hearing Board of all possible sanctions available for their consideration. Once a finding is determined, if the finding is that of responsibility for the violation, the Hearing Board will recommend an appropriate sanction(s) to the conduct administrator who has responsibility for the final sanction decision.

9. The hearing board chair will submit a written statement detailing a) the findings, b) the information cited by the Hearing Board in support of the decision and c) the recommended sanction(s).

10. The conduct administrator will notify the responding student of the Conduct Hearing Board’s finding, resulting sanction(s) and information regarding the student’s right to appeal, generally within five business days of the decision. Notification will be sent to the student’s College email and by registered mail to the current address listed on the student’s College account. If the Conduct Hearing Board rules that no violations were found to have occurred, the student will be permitted to make up class work required for satisfactory completion of a course or courses begun prior to the beginning of the conduct process.

11. A student who is suspended or expelled from the College will be administratively withdrawn from a college-sponsored program or activity on the effective date of the suspension/expulsion. Settlement of the student’s account will be completed under the NICC Tuition Refund Policy. A student who is suspended/expelled is responsible for returning any College property within three business days of the suspension and will be held financially responsible for any property not returned in good condition.

12. A student has the right to appeal the outcome of a Conduct Hearing by following the established appeal process which is outlined later in this document.

STUDENT RIGHTS AT A CONDUCT HEARING

a. Right to a Hearing;
b. Right to notice of charge and summary of facts in the case;
c. Right to have an advocate present during the Hearing;
d. Right to attend the Hearing and present on their behalf;
e. Right to refuse to participate in the Hearing;
f. Right to present summary of the case from their viewpoint;
g. Right to present documentary, testimonial or physical evidence;
h. Right to call witnesses who have a direct bearing on the case;
i. Right to submit questions for witnesses;
j. Right to be notified in writing of the Conduct Hearing outcome based on the evidence presented at Hearing and evaluated by the standard of preponderance of the evidence or, it is more likely than not that the violation occurred as documented;
k. Right to an appeal of the final Conduct Hearing decision.

SANCTION(S) FOR STUDENT CONDUCT CODE VIOLATIONS

Any student who is found in violation of the Student Conduct Code will be subject to one or more, or a combination of, the following sanctions. Any conduct action taken by the College is effective on the date the notification is written. A record of any student conduct action is kept in the student’s conduct file and maintained by the conduct administrator.

a. Warning – a written or verbal notice to the student that a violation of the Student Conduct Code has occurred. This written and/or verbal warning serves to remind the student that any further violations of the Code may result in more serious sanction(s).

b. Conduct Probation – a period of time during which the student must demonstrate an ability to comply with the Student Conduct Code, all College policies and other requirements stipulated for the probation period. Conduct probation may be imposed up to the completion of the student’s program of study at the College. A student has the opportunity to have their probation status lifted after the stipulated time period through an application to the conduct administrator.

c. Restitution – reimbursement for damage to or misappropriation of property. Restitution may take the form of payment for a repair or replacement of the damaged property.

d. Loss of Rights and Privileges – a sanction(s) which may impose limitations or restrictions to fit the particular case.

e. Eligibility Restriction – prohibits a student from joining a registered student organization, taking part in a registered student organization’s activities or attending its meetings or functions and/or from participating in or representing the College in any athletic or co-curricular activity.

f. Educational/Behavioral Requirement - requirement to participate in a project, counseling or other College/community sponsored activity that is relevant to the nature of the offense and at the student’s expense.

g. Community Service – a student may be required to perform service to the College or the community in lieu of another sanction(s).

h. Suspension from the College – separation from the College for a defined period of time dependent on the severity of the Student Conduct Code infraction, typically from one to three years. Suspension prohibits the student from entering any College property except in response to a request of the College,
and from registering either for credit or non-credit work at the College. Students have the opportunity to apply for re-admission to the College after any suspension by notifying the Conduct Administrator and following the re-admission process.

Eligibility for re-admission may be contingent on satisfactorily meeting specific conditions noted at the time of suspension or upon application for re-entry to the College. This sanction(s) may be reinforced with a trespass action as necessary.

Grade Reduction – in cases of academic misconduct, students found responsible for academic misconduct such as plagiarism or cheating, may receive a failing grade for the particular assignment, paper, test etc. or a failing grade for the course.

Expulsion from the College—permanent separation from the College. The student is banned from any College property and the student’s presence at any College-sponsored activity or event is prohibited. This action may be reinforced with a trespass action as necessary.

CONDUCT VIOLATIONS IN PROGRAM OF STUDY

Students who are found to have violated specified conduct rules within their chosen program of study may receive sanction(s) under the Student Conduct Code in addition to any program actions. Students are responsible for knowing and adhering to all program rules and regulations established by the program administration.

COLLEGE-SPONSORED ORGANIZATION, CLUB OR GROUP SANCTION(S)

College organizations, clubs or groups may receive any of the above listed conduct sanction(s) including de-activation or de-recognition of the group for a specified period of time. Students are responsible for knowing and adhering to the specific policies and procedures governing membership in their organization, club or group.

PARENTAL NOTIFICATION

The College reserves the right to notify parents/guardians of dependent students regarding any conduct situation, particularly alcohol and other drug violations. The College may also notify parents/guardians of nondependent students who are under 21 of alcohol or other drug violations. Parental notification may also be utilized discretionarily by College administration when permitted by FERPA or with consent from the student.

NOTIFICATION OF OUTCOMES

The outcome of a Student Educational Conference or Student Conduct Hearing is part of the educational record of the responding student and is protected from release under FERPA except under certain conditions. As allowed by FERPA, when a student is accused of a policy violation that would constitute a “crime of violence” or forcible or non-forcible sex offense, the College will inform the alleged victim/party bringing the complaint in writing of the final results of a hearing regardless of whether the College concludes that the violation was committed. Such release of information may only include the alleged student’s/responding student’s name, the violation committed and the sanction(s) assigned, if applicable. In cases of sexual misconduct and other offenses covered by Title IX, the rationale for the outcome will also be shared with all parties in addition to the findings and sanction(s). In cases where the College determines through the student conduct process that a student violated a policy that would constitute a “crime of violence” or non-forcible sex offense, the College may also release the above information publicly and/or to any third party. FERPA defines “crimes of violence” to include:

1. Arson
2. Assault offenses (including stalking)
3. Burglary
4. Criminal homicide – manslaughter by negligence
5. Criminal homicide – murder and non-negligent manslaughter
6. Destruction/damage/vandalism of property
7. Kidnapping/abduction
8. Robbery
9. Forcible sex offences
10. Non-forcible sex offenses

APPEAL PROCESS

The student has the right to appeal the decision resulting from a Student Educational Conference or Student Conduct Hearing. Any sanction(s) imposed as a result of the Student Educational Conference or Student Conduct Hearing will remain in effect during the appeal process.

The request for an appeal must be made in writing to the vice president of learning and student success who serves as the College’s appeals officer, within five business days of receiving the written notification from the conduct administrator of conduct violations and resulting sanctions. The student’s request for appeal must include the student’s name, date of the decision for disciplinary action, and clear rationale for appeal. Appeals must be based on one or more of the following reasons and will only be considered if:

a. A procedural error occurred that significantly impacted the outcome of the conference/hearing.

b. There is new evidence that was unavailable at the time of the hearing that could substantially impact the original outcome or sanction(s).

A summary of the new evidence and its potential impact must be included in the appeal.

c. The sanction(s) imposed is substantially outside the parameters or guidelines set by the College for this type of offense or the cumulative record of the responding student. The burden lies on the appealing student to demonstrate any clear error.

The Appeals Officer (or designee) will conduct a preliminary investigation to determine if the appeal is timely and meets the limited grounds outlined above.

The appeals officer may consult with the conduct administrator on any procedural or substantive questions that arise. If the appeal is not timely or substantively eligible, the original decision and sanction(s) determined
STUDENT RIGHTS AND RESPONSIBILITIES

The College will communicate with accepted and enrolled students in a variety of methods. It is the College’s policy that electronic mail (email) be an official communication mechanism with students. Students have a right to accurate and timely information regarding matters affecting their education. Students should expect to receive information regarding academic records, financial aid, billing, advising registration and other college information via the College sponsored email system. All students are assigned an official Northeast Iowa Community College email address (username@nicc.edu) and all electronic mail from the College is sent to this address. Students may forward their NICC email account to a personal mobile device if desired. Directions are provided through the NICC Helpdesk. Along with other forms of communication, students are responsible for receiving, reading, complying with and responding to official email communications from the College. A student’s failure to receive or read in a timely manner official communications sent to the student’s official email address does not absolve the student from knowing and complying with the content of the official communication. In recognition that certain communications may be time-critical, students are expected to review their official email address on a frequent and consistent basis in order to stay current with college communications.

STUDENT CONCERNS

The College encourages all individuals to attempt to resolve concerns quickly and informally with an instructor, advisor or administrator as soon as possible following the event that led to the concern. When a resolution cannot be reached or is not practical, the formal complaint process should be followed. Individuals should use the electronic form located at www.nicc.edu/complaint to file a formal complaint. The Associate Vice President for Operations office will route the complaint to the appropriate College representative for review and appropriate action. If needed, a meeting will be arranged with both parties to seek a satisfactory resolution to the complaint.

As an academic institution, Northeast Iowa Community College exists for the transmission of knowledge, the pursuit of truth, the development of students and the general well-being of society. Membership in this academic community places a special obligation on all members to preserve an atmosphere conducive to the freedom to teach and to learn. Freedom to teach and to learn depends on opportunities and conditions in and outside the classroom that fosters respect, integrity, honor and civil conduct. Northeast Iowa Community College defines civility as the art of treating others, as well as ourselves, with respect, dignity and care. Civility is demonstrated when we are sensitive to the impact that our communications, practices and behaviors have on others and when we acknowledge each person’s self-worth and unique contributions to the community as a whole. All members of the College community, students, faculty, staff and visitors have the right to work and learn in a safe environment which is civil in all aspects of human relations.

COMPUTER SYSTEMS ACCEPTABLE USE POLICY

This policy is designed to guide students, faculty and staff in the acceptable use of computer and information systems and networks provided by NICC. The policy is the application of the following NICC principles that are at the core of the NICC identity:

• respect and regard for every person
• wise use of public resources
• academic freedom

Ethical and legal standards that apply to information technology resources derive directly from standards of common sense and common courtesy that apply to the use of any shared resource. The campus computing community depends first upon the spirit of mutual respect and cooperation that has been fostered at NICC to resolve differences and ameliorate problems that arise from time to time.

These guidelines are published in that spirit. Their purpose is to specify user responsibilities in accordance with the Proper Use policy and to promote the ethical, legal and secure use of computing resources for the protection of all members of the NICC computing community. The College extends membership in this community to its students and employees.
The computing of personal information could result from the individual's distribution of privacy and other possible dangers that College cannot protect them from invasions on the Internet should be forewarned that the make information about themselves available find offensive. Those who use email and/or communications are warned that they may receipt of material that may be offensive to Cautionary statement: or disability.

Northeast Iowa Community College (NICC) computing facilities exist to provide computing services to the College community in support of instructional, research and College business. The guidelines are intended to improve the computing services offered and provide these services in a cost-effective manner.

Academic Freedom: Consistent with other College policies, this policy is intended to respect the rights and obligations of academic freedom. As with all College resources, the NICC community is encouraged to make innovative and creative use of information technologies in support of education and college services. Access to information representing a multitude of views on all issues should be allowed for the interest, information and enlightenment of the NICC community.

Copyright and Non-discrimination: The College policy recognizes that the purpose of copyright is to protect the rights of the creators of intellectual property and to prevent the unauthorized use or sale of works available in the private sector. Also consistent with other College policies, an individual’s right of access to computer materials should not be denied or abridged because of race, creed, color, age, national origin, gender, sexual orientation or disability.

Cautionary statement: The College cannot protect individuals against the existence or receipt of material that may be offensive to them. Those who make use of electronic communications are warned that they may come across or be recipients of material they find offensive. Those who use email and/or make information about themselves available on the Internet should be forewarned that the College cannot protect them from invasions of privacy and other possible dangers that could result from the individual’s distribution of personal information.

Consideration for others: The computing and network facilities of the College are limited and should be used wisely and carefully with consideration for the needs of others and the public nature of the College. Computers and network systems offer powerful tools for communications among members of the community and of communities outside the College. When used appropriately, these tools can enhance dialog and communications. When used inappropriately, however, these tools can infringe on the beliefs or rights of others, or the public purpose for which they were created.

RESPONSIBILITIES OF USERS OF COLLEGE COMPUTING RESOURCES

The following examples, though not covering every situation, specify some of the responsibilities that accompany computer use at the College and/or on networks to which it is connected. Use of College computer facilities implies consent with these policies.

1. Access to computing resources shall be authorized at a level to perform the educational or job function required by an individual.

2. NICC computing and network resources are to be used for College-related communication, instruction, services, enrichment, dissemination of academic information and administrative activities.

3. Users are expected to respect the rights of other users; for example, users shall not engage in private or public behavior that creates an intimidating, hostile or offensive environment for other users. Users shall not intentionally develop or use programs that harass other users, infiltrate a computer or system and/or damage or alter the hardware or software components of a computer or system.

4. Users may not encroach on others’ use of computer resources. Such activities would include, tying up computer resources for game playing or other trivial applications; sending frivolous or excessive messages, including chain letters, junk mail or unsolicited advertising or other types of broadcast messages, locally or over the Internet; and intentionally introducing any computer viruses or other rogue programs to the NICC system causing physical or functional damage to systems. To respect the shared nature of the computing resources, users shall not engage in deliberately wasteful practices such as printing large amounts of unnecessary documents.

5. Users are responsible for using software and electronic materials in accordance with copyright and licensing restrictions and applicable College policies. NICC equipment and software may not be used to violate copyright or the terms of any license agreement.

6. Users may not attempt to modify or crash the College system or network facilities. Users may not attempt to break into the accounts of other users at NICC or on the Internet.

7. Students and guests of NICC may not install software on any College computer. Faculty and staff may not install software on the College network or it’s computers. Installations on the network and its computers are the responsibility of NICC Computer Information Systems.

8. Users of the network may not connect non-NICC hardware to the network without prior written approval from Computer Information Systems personnel.

9. User privileges on NICC computers are set to not allow hardware installation. Limited support for personal devices (such as USB mass storage devices) is built into the operating system and/or the system image. Since the combination of different types of personal devices and hardware ports is virtually unlimited, only specific brands and models of some devices may be attached to NICC computers. Information about these devices is available from Computer Information Systems.

10. College computing facilities are a public resource and may not be used for personal profit.
11. Users must remember that information distributed through the College’s networking facilities is a form of publishing. For example, anything generated at NICC that is available on the Internet represents the College and not just an individual. Even with disclaimers, the College is represented by its students, faculty and staff and appropriate language, behavior and style is warranted.

12. NICC does not agree to unconditionally deliver all mail addressed to its users. All inbound email destined for staff and student NICC email accounts is subject to automated filtering. The goal of this filtering is to prevent dissemination of spam — both pornographic and non-pornographic mass mailing — which clogs email systems. Filtering is performed automatically by a computer acting on rules set up to detect spam. It is therefore possible that some mail bound for NICC users will be rejected even if it does not qualify as spam, if it comes from a mail server known to be used by spammers.

ADMINISTRATION AND IMPLEMENTATION
Communication and projects carried on by NICC staff through College resources are assumed to be business and professional matters. The College respects users’ confidentiality and privacy. However, the College reserves the right to examine all computer files if it becomes necessary for significant reasons such as the following:

- to enforce its policies regarding harassment and the safety of individuals
- to prevent the posting of proprietary software or electronic copies of electronic texts or images in disregard of copyright restrictions or contractual obligations
- to safeguard the integrity of computers, networks and data either at the College or elsewhere
- to protect the College against seriously damaging consequences

The College may restrict the use of its computers and network systems for electronic communications when faced with evidence of violation of College policies, or federal, state or local laws. The College reserves the right to limit access to its networks through College-owned or other computers, and to remove/limit access to material posted on NICC owned computers.

All users are expected to conduct themselves consistent with these responsibilities and all other applicable College policies. Abuse of computing privileges will subject the user to disciplinary action, as established by the applicable operating policies and procedures of the College. When appropriate, temporary restrictive actions will be taken by system or network administrators pending further disciplinary action and the loss of computing privileges may result.

All user accounts who have not been logged in for a period of two years may have their network account removed at the discretion of the Computer Information Systems Department. This includes any and all data, files, folders, access permissions and network rights affiliated with their network account(s). If a user partakes in a period of long-term leave (i.e. Sabbatical, Military Deployment, long-term illness, etc.) the user, the user’s supervisor or Human Resources must inform the NICC Computer Information Systems Department to eliminate the possibility of an accidental account removal.

Members of the Computer Information Systems Department have the right to possess or repossess any piece of technology within their realm of support at any time. This ensures that proper maintenance of campus technology is done in an orderly manner. This also helps the NICC Computer Information Systems department to combat technological threats on the network and its data.

NICC and users recognize that all members of the College community are bound by federal, state and local laws relating to civil rights, harassment, copyright, security and other statutes relevant to electronic media. It should be understood that this policy does not preclude enforcement under the laws and regulations of the United States of America or the State of Iowa.
Financial Aid Eligibility
Types of Financial Aid
Financial Aid Lock Date
Financial Aid Disbursement
Satisfactory Academic Progress Policy
Withdrawing from College
Return of Title IV Funds (Student Financial Aid)
Code of Conduct for Educational Loans
Validity of High School Diploma Policy and Procedure
Repeated Coursework Policy
Student Health/Insurance
Grievances, Complaints and Concerns
Financial aid is available to help students finance their college education. Through coordination with federal, state and other agencies, assistance is available through grants, loans, student employment, scholarships and sponsorships. All students who possess a high school diploma or a high school equivalent diploma (HSED) may apply for financial aid by completing the Free Application for Federal Student Aid (FAFSA) at [www.fafsa.gov](http://www.fafsa.gov). The financial aid staff at Northeast Iowa Community College is pleased to answer questions, provide information and assist students, so they may achieve their educational goals.

The Financial Aid Office sends announcements and notifications regarding verification, satisfactory academic progress, loans, awards and other important financial aid information via the student’s College email account. It is the student’s responsibility to read their College email on a regular basis.

**FINANCIAL AID ELIGIBILITY**

- U.S. citizen or eligible non-citizen
- High school diploma, HSED or has completed home schooling at the secondary level
- Maintain Satisfactory Academic Progress (SAP)
- Accepted into a degree/diploma program
- Possess a valid Social Security Number
- Register with the Selective Service, if required
- Does not owe a refund on a federal grant or is not in default on a federal educational loan
- Attend the classes for which they are registered

Financial Aid is only applied to classes required for the chosen degree program.

**FEDERAL AND STATE FINANCIAL AID APPLICATION AND PROCESS**

1. Students (and parents of dependent students) are required to create and maintain a Federal Student Aid ID (FSA ID). This FSA ID is required to complete and submit a FAFSA and gives access to Federal Student Aid’s online systems. [fsaid.ed.gov](http://fsaid.ed.gov)

2. Complete the Free Application for Federal Student Aid (FAFSA) - [www.fafsa.gov](http://www.fafsa.gov) Students must submit a new FAFSA for each academic year after October 1. For example, the 2017/2018 FAFSA covers the 2017 fall, 2018 spring, and 2018 summer semesters, and was made available October 1, 2016. As some financial aid funds are administered on a first-come, first-served basis, it is recommended to complete your FAFSA as early as possible. Information needed in order to complete the FAFSA include the appropriate year’s income tax forms, W-2s, social security numbers, bank statements, records of investments and untaxed income (if applicable). It is further recommended to transfer federal tax return information directly into the FAFSA using the IRS Data Retrieval Tool. Students are encouraged to keep a copy of their completed FAFSA.

   The information reported on the FAFSA is used to calculate an expected family contribution (EFC). The EFC is a measure of a student's family's financial strength and is calculated according to a formula established by law. A family's taxed and untaxed income, assets and benefits (such as unemployment or Social Security) are all considered in the formula. Also considered are family size and the number of family members who will attend college during the year. The difference between the cost of education (tuition, fees, books, room, board, etc.) and the EFC is what determines the type and amount of financial aid for which the student may qualify.

   Note: The EFC is not the amount of money a family will have to pay for college nor is it the amount of federal student aid a student will receive. It is a number used by the College to calculate the amount of federal student aid that a student is eligible to receive.

   For more information about the EFC, see Funding Your Education: The Guide to Federal Student Aid at: [studentaid.ed.gov/resources#information-on-getting](http://studentaid.ed.gov/resources#information-on-getting).

3. The student and NICC will receive a Student Aid Report (SAR) from the government processor. The SAR is the official record confirming that the federal processor received your FAFSA. Review your SAR for any errors and make necessary corrections.

4. All students will be required to complete additional steps in order for their financial aid to be considered complete and applied to their student account. A list each student’s “Missing Documents” is accessible within the NICC student portal MyCampus.

5. Each student will complete all of the necessary forms electronically that are requested from the students’ “Missing Documents” list. Every student is required to complete the Financial Aid Consent form. This form gives consent to receive and submit financial aid information electronically along with other rights and responsibilities as a NICC student in order to receive financial aid. If there are other documents being requested, it is because the U.S. Department of Education has selected the student for verification (process by which NICC is required to collect additional data and review it for accuracy and completeness). Submit all of the requested items in a timely manner to avoid losing financial aid funding. The majority of the forms are submitted electronically however some forms do require a parent’s signature (for dependent students) and/or additional documentation that may require the student to print a paper form, complete and submit. NICC does reserve the right to select a student for verification as well if there is conflicting information in the student’s file.

6. Once all of the forms are submitted and processed, the Financial Aid Office mails...
an official Award Letter to each student. A student may also access it through MyCampus. The Award Letter indicates the type and amounts of financial aid that they may be eligible to receive. (Amounts indicated on the Award Letter are based on full-time status, 12 or more credits, for students who are maintaining satisfactory academic progress.)

7. Grants and scholarships are automatically applied to a student’s account. After registering for classes, view the financial aid amount in relation to the amount owed for tuition and fees in MyCampus. If a balance due remains students should explore all of their options to pay for college. This may include the NICC payment plan, work study positions and student loans.

8. If the student wishes to borrow federal direct student loans, he/she will need to complete additional steps through the campus portal, MyCampus.

First time borrowers are mandated to complete two additional Federal requirements, Loan Entrance Counseling and the Master Promissory Note. www.studentloans.gov

FINANCIAL AID ELIGIBILITY NOTES

- Federal student loans must be repaid. Students must be enrolled and attending at least half-time (six credits) in the semester to qualify.
- Students who are enrolled less than half-time may be eligible for the Pell Grant and some other federal student aid on a prorated basis.
- Students who have received a bachelor’s degree are not eligible for the Pell Grant, but may be eligible for other federal student aid.
- Students attending two schools in the same enrollment period must inform both Financial Aid Offices. Students cannot receive federal aid from two schools at the same time. A consortium agreement may need to be completed with the schools. (See Financial Aid Office for more information).
- A student convicted of drug distribution or possession while receiving financial aid may not be eligible for federal financial aid.

TYPES OF FINANCIAL AID

NICC administers a variety of student financial aid programs to help students finance their college education. These programs include:

FEDERAL AND STATE GRANTS (2017-2018):
Federal Pell Grant: A Pell Grant is gift aid that is not repaid. The federal government determines student eligibility and the actual amount is determined by a standard formula when the FAFSA is completed.

Federal Supplemental Educational Opportunity Grant (SEOG): A SEOG grant is gift aid that is not repaid and is awarded to students who qualify for the Pell Grant. Grant funds are limited and thus are awarded on a first-come, first-served basis.

Iowa Vocational – Technical Tuition Grant: This state-funded program is need-based for Iowa residents enrolled in vocational, technical and career option programs. Students must file for their financial aid by July 1 to qualify for this grant.

Kibbie Grant: Iowa residents enrolled in specified vocational-technical or career option programs at Iowa community colleges may be eligible for this grant program. Students must file for their financial aid by July 1 to qualify for this grant.

All Iowa Opportunities/All Iowa Foster Care Grant: State funded grant programs available to Iowa residents who meet specified criteria.

For more information and/or an application, visit www.iowacollegeaid.org

FEDERAL AND PRIVATE LOANS

Federal Direct Subsidized Loan: Low-interest educational loan offered by the federal government which pays the interest while the student is enrolled at least half-time. Repayment begins six months after graduation or when the student drops below half-time. The loan amount is determined on the basis of financial need. Students must be enrolled at least half-time to receive this loan.

Federal Direct Unsubsidized Loan: Low-interest educational loan offered by the federal government. The borrower is responsible for all interest that occur during any enrollment, grace or deferment period. Repayment begins six months after graduation or when the student drops below half-time. Students must be enrolled at least half-time to receive this loan. Because unsubsidized loans accrue interest while the student is in school, it is encouraged—but not required—that the student make those interest payments to their lender while in school.

Federal PLUS Loan: This program provides a parent with long-term loans from the federal government up to the student’s cost of attendance less any financial aid.

Private Loan: Loans are available from many private lenders. Students should exhaust all other sources of financial aid before taking out a private educational loan.

Loan Disbursement: Loans are applied to the student’s account and/or are disbursed to the student based on the enrollment status of the student at the time of disbursement. Federal regulations require students to be at least half-time (six credits). Example: If a student begins the semester with three credits, but has a late-start class that is three additional credits, the student’s loans will not be disbursed until 10 days after the late start class begins, thus moving the student from three credits to six (half-time).

Students who take a loan for only one semester will have the loan amount disbursed in two equal amounts, approximately at the 30-day and then 60-day point in the semester.

WORK-STUDY PROGRAM

Work-Study is an opportunity for students to make minimum wage and work up to 20 hours per week, possibly in an area associated with their academic program. Work-Study offers flexible hours, hands-on experience and an opportunity to earn a part-time income while in school. Work-Study employment is based upon the student’s determined need for financial assistance. Work-Study job openings and an application are located in the Financial Aid Office. Wages are direct deposited into student’s bank account bi-weekly.
FINANCIAL AID

SCHOLARSHIPS
NICC Scholarships: Scholarships are offered and awarded each academic year. Apply online through MyCampus by the priority deadline, April 1, 2017, to be eligible for most scholarships. www.nicc.edu/scholarships

Dollars for Scholars: This is a program offered by many local community school districts that gives scholarships to graduating high school seniors. The NICC Foundation will match a Dollars for Scholars scholarship, up to $150, for a limited number of students who attend NICC. To receive a Dollars for Scholars match, a student must successfully complete at least one semester at NICC and be making satisfactory academic progress.

FINANCIAL AID DISBURSEMENT

FINANCIAL AID LOCK DATE
Financial aid is awarded to students based on their enrollment status at the time of the “lock date.” The “lock date”, taken on the 15th day of the semester, is the day on which the number of credits a student is registered for, is determined.

Example: If you are registered in 11 credits on the lock date, then your financial aid for the semester will stay at ¾ time even if you add one credit the next day.

ENROLLMENT LEVELS
• Full-time = 12 credits or more
• Three quarter time = 9-11.5 credits
• Half-time = 6-8.5 credits
• Less than half-time = 1-5.5 credits

FINANCIAL AID LOCK DATE
To be eligible for veterans educational benefits, a student must:

1. Be eligible under one of the benefit programs of the Department of Veterans Affairs
2. Maintain a 2.0 GPA
3. Pursue one major at a time
4. Take only courses applicable to the stated current major

Certifying officials at the College are required to report any changes in a student’s enrollment status to the Veterans Administration. Students receiving VA benefits must maintain satisfactory academic progress and are expected to attend their courses.

Attendance may be verified throughout the term. VA benefits will be interrupted if a student quits attending a course. Please refer to Academic and Attendance Policies for Students Receiving Financial Aid for additional information. Students are responsible for any repayment of funds that they have already received if termination occurs because of non-attendance or withdrawal/drop from a course(s).

The Iowa National Guard Educational Assistance Grant Program (NGEAP) will assist in paying tuition for active members of the Iowa Army and Air National Guard. Eligibility for the tuition-assistance 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. For more information and/or an application, visit www.iowacollegeaid.gov.

FINANCIAL AID DISBURSEMENT
All financial aid is first applied to a student’s account to pay tuition, fees and bookstore charges. Any financial aid remaining after the student’s account has been paid in full, will be refunded to the student. Refunds are determined by the enrollment status at the time of disbursement, based on a student’s reported attendance, by the instructor. Financial aid refunds are processed approximately 30 days after the start of the semester based on enrollment status, and weekly thereafter. Class attendance, late start classes (classes that are not the full length of the semester), withdrawing from a class or classes and a student loan request for a single semester, are some examples of circumstances that may change and/or impact the amount and timing of a financial aid refund.

Example 1: A student is attending nine credits at the beginning of the semester and has a late start class (three credits) starting March 1. The nine credits (¾ time) will allow 75 percent of a Federal Pell Grant to be applied to tuition, fees and books. The class that begins March 1 will bring the student to full-time status and allow the remaining 25 percent of a Federal Pell Grant to be applied to the student account or refunded 10-14 days after the class begins if account was paid in full.

OTHER SPONSORSHIPS/ASSISTANCE

Iowa Vocational Rehabilitation Services: This is an agency/program that assists individuals with disabilities in achieving their employment goals. Vocational counseling, job training and placement assistance are some of the services available to eligible individuals. Financial assistance may be available for vocational or academic training. Consultation in accessing accommodations or assistive technology is available, as is referral to a Vocational Rehabilitation office.

Workforce Investment Act (WIA): WIA may be able to provide financial assistance to persons who are unemployed or underemployed and to FIP recipients who are in need of retraining to upgrade their skills. Applicants must meet WIA guidelines to be determined eligible. Referral assistance to a WIA office is available.

Veterans Assistance: NICC is committed to serving those members of the community who have served or are serving in the military. NICC educational programs are approved by the Veterans Educational Unit of the Iowa Department of Education for the training of eligible persons under current GI Bill programs. The College provides a Veterans Certifying Official on each campus to assist veterans in the application process to ensure that their programs meet the guidelines of federal regulations.

Veterans, National Guard dependents and members of the Selected Reserves may be eligible to receive educational benefits while enrolled in and pursuing an approved program of study.

Rehabilitation office.

Iowa National Guard: The Iowa National Guard Educational Assistance Grant Program (NGEAP) will assist in paying tuition for active members of the Iowa Army and Air National Guard. Eligibility for the tuition-assistance 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. For more information and/or an application, visit www.iowacollegeaid.gov.

Applicants must meet WIA guidelines to be determined eligible. Referral assistance to a WIA office is available.

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1. Cumulative Grade Point Average Policy (quantitative component) - A student must maintain a cumulative grade point average of 2.0 (C average) or better.

2. Student Pace Policy (quantitative component - 67 percent completion) - A student must successfully complete 67 percent or more of their cumulative attempted credit hours including remedial and transfer credits at the end of the semester. A student’s pace is calculated by taking the cumulative number of credits the student has successfully completed divided by the cumulative number of attempted credits.

3. Completion of Program 150 Percent Policy (maximum timeframe component) - To receive financial aid, a student must earn their degree within a maximum timeframe. The maximum timeframe for which students may receive financial aid is 150 percent of the published length of the program’s credit hours. A student is ineligible when it becomes mathematically impossible for him/her to complete his/her program within 150 percent of the length of the program.

Example, the length of an Accounting Specialist Degree is 67 credits. 67 credits x 150 percent = 100.5 credits.

A student can receive financial aid for up to 100.5 credits in pursuit of this program. Credits earned at another institution that have been accepted by NICC as transfer credit are included in this total even if financial aid was not awarded for these credits.

All transfer credit hours that have been accepted by NICC toward a student’s academic program will be counted as both attempted and completed credits when evaluating a student’s satisfactory academic progress. NICC assumes transfer students are making satisfactory academic progress.

Students who have incomplete grades must follow the NICC Incomplete Grading Policy. Once incomplete grades are completed and a grade is submitted, the Registrar’s Office will notify the Financial Aid Office.

Students who are repeating a course(s) will have all credits counted as both attempted and completed credits toward SAP. It is the responsibility of each student to monitor and keep track of his/her academic progress and to notify the Financial Aid Office of any grade changes. The student’s Satisfactory Academic Progress will be re-evaluated in either case and the student will be notified if a change in his/her SAP status occurs.

A student’s satisfactory academic progress will be evaluated at the end of each academic semester (fall, spring and summer) once grades are reported. Upon evaluation of a student’s satisfactory academic progress, a student will be assigned one of the three following statuses and notified through the student’s College email account:

- Satisfactory
- Financial Aid Warning
- Financial Aid Suspension

A student will also have a SAP status assigned once a FAFSA is received by NICC if the student has a past academic record at NICC. This may include college credit classes that were earned while in high school (i.e. PSEO, concurrent enrollment, etc.). A student will have a status assigned even if those grades were earned without utilizing financial aid in the past.

SATISFACTORY

Student is meeting all satisfactory academic progress standards and is eligible to receive financial aid.

FINANCIAL AID WARNING

This is a warning to a student who is not meeting one or more of the satisfactory academic progress standards. The student remains eligible to receive financial aid for the upcoming semester, but must meet the satisfactory academic progress standards then it is evaluated at the end of that semester in order to maintain eligibility for the next semester. Students who fail to meet the requirements at the end of that semester will result in a Financial Aid Suspension status.

GPA (Qualitative Measure) Example: Students who fall below a cumulative grade point average of 2.0 will be given a Financial Aid Warning status the following semester. If during this warning semester the student
FINANCIAL AID

FINANCIAL AID SUSPENSION

Students who do not meet one or more of the satisfactory academic progress standards at the completion of the semester after being on Financial Aid Warning are no longer eligible to receive financial aid. Students who complete the semester with only letter grades of “F” and/or “W” or with a 0.0 percent completion of attempted credit hours, will automatically be placed on Financial Aid Suspension for the following Semester, with no Financial Aid Warning. If a student is placed on Financial Aid Suspension, they do have the right to file an appeal. A student may also re-establish eligibility by meeting SAP Standards while paying on their own.

SAP APPEAL PROCESS

Students have the right to appeal their Financial Aid Suspension.

1. Access the appeal request form at www.nicc.edu/appeal
2. A student may appeal the suspension on the basis of: injury or illness of the student, the death of a relative or other special circumstances. The appeal must explain first why the student failed to make satisfactory progress and secondly what has changed in the situation that would allow the student to make satisfactory progress at the next evaluation. Students will be required to provide documentation that supports the special circumstances. If documentation cannot be provided the student will need to explain why. Additional requirements may include, but are not limited to, meeting with an academic advisor to review an education plan, reviewing official financial aid history of loan amounts, loan servicer and Pell grant lifetime eligibility used, as well as completing a financial literacy online course(s) indicated on the appeal form.
3. The appeal is reviewed by a committee and their decision is final and cannot be appealed. Students will be notified of the appeal decision via their NICC email. The three potential outcomes include:
   • Approved for Financial Aid Probation
   • Approved for Financial Aid Academic Plan
   • Denied appeal

Note: Appeals submitted after day five of the semester start date, will not be reviewed for that semester. Second and subsequent appeals require new circumstances.

FINANCIAL AID PROBATION

Student was placed on Financial Aid Suspension, appealed their suspension status, had their appeal approved and has had financial aid reinstated. Satisfactory academic standards MUST be achieved the following semester or student will be placed back on Financial Aid Suspension. Probation status is limited to one semester.

FINANCIAL AID ACADEMIC PLAN

Student was placed on Financial Aid Suspension, appealed their suspension status, had their appeal approved and had financial aid reinstated. Students will be required to meet with their Enrollment Advisor to develop an Academic Plan to ensure future success in meeting the satisfactory academic progress standards.

The Academic Plan will have specific requirements that the student will have to successfully complete by the end of the semester in order to be eligible to continue receiving financial aid. The Academic Plan is evaluated and reviewed at the end of each semester, and if requirements are met will renew the Academic Plan and continue on the next semester. While on the Academic Plan the student may meet SAP at a later evaluation and have their status returned to satisfactory, no longer requiring to be on an Academic Plan.

If the requirements of the Academic Plan are not met the student will be placed on Financial Aid Suspension for the following semester and not be eligible to receive financial aid.

RE-ESTABLISHING AID ELIGIBILITY

If an appeal is not approved, the student will not be eligible to receive financial aid. Students may reestablish eligibility by meeting the satisfactory academic progress standards on their own for a future evaluation. A student may also submit a new appeal, but only after demonstrating success by completing a minimum of three credits that are required for their program, with a minimum 2.0 GPA.
and paying for said coursework on their own. After completion of that semester, the student can submit a new appeal request form for reconsideration by the appeal committee demonstrating new circumstances.

WITHDRAWING FROM COLLEGE

Federal regulations require NICC to monitor attendance in order to implement the U.S. Department of Education’s Title IV Funds policy.

The policy allows the federal government to collect unearned financial aid for the period of non-attendance, including financial aid that has already been disbursed to a student. If a student completely withdraws from school during the semester or stops attending, the student may be required to return the unearned Title IV aid received to help pay educational expense. The amount returned will be owed to Northeast Iowa Community College or the appropriate Title IV programs.

It is the student’s responsibility to initiate a formal drop. After the first week of classes, a "W" grade will be assigned for each course. The date the institution determines that the student withdrew varies depending on the type of withdrawal. For example, if a student initiates the "official withdrawal" process or provides notification to the institution of their intent to withdraw, the date the institution determines that the student withdrew would be the date the student began the official withdrawal process or the date the student notified the institution, whichever is first. A student may officially withdraw from classes by contacting their academic advisor and/or the Registrar’s Office and expressing the desire to withdraw from all classes. If a student did not begin the official withdrawal process or provide notification of his or her intent to withdraw, an "unofficial withdrawal" occurs and the institution establishes the withdrawal date as either the midpoint of the semester or the last date of attendance at an academically-related activity.

If the student receives a failing grade (F or Q), NICC will use the reported last day of attendance (required when entering a failing grade) to determine if the failing grade was earned or if the student actually unofficially withdrew from the class. Students who fail all coursework in a given term and did not attend class prior to the 60 percent completion date for the term will be subject to the Return of Title IV Funds Policy as described in this catalog.

A student may be eligible for a post-withdrawal disbursement of Title IV funds if the student has met the requirements set forth by the U.S. Department of Education. A student may be considered for a post with withdrawal disbursement of Direct Loans if certain conditions are met. These conditions include the U.S. Department of Education has processed a SAR/ISIR with an official EFC before the student became ineligible by no longer being enrolled at least half time. Northeast Iowa Community College is required to make (or offer as appropriate) post-withdrawal disbursements. A post-withdrawal disbursement must be made within 180 days of the date the institution determines that the student withdrew. The amount of the post withdrawal disbursement is determined by following the requirements for calculating earned Title IV and has no relationship to incurred educational costs. The loan must also be originated prior to date the student became ineligible.

If a student earns a passing grade in one or more of their classes, an institution is permitted to make the presumption that the student completed the course requirements and may consider the student to have completed the period.

If a student fails to earn a passing grade in at least one class the student is enrolled, the withdrawal date is either the midpoint of the semester or the last date of attendance at an academically-related activity. Please refer to the Financial Aid Satisfactory Academic Progress Standards to determine how financial aid is affected.

RETURN OF TITLE IV FUNDS

Refunds of tuition will be calculated based on the refund policy. The student’s account balance may be affected by the financial aid adjustment that occurs after the Return to Title IV calculation. “Return to Title IV Funds” (Federal Financial Aid) formula dictates the amount of Federal Financial Aid that must be returned to the government by the student. This formula is applicable to any student receiving any type of federal aid other than Federal Work Study if that student withdraws before the 60 percent completion point of the semester. If funds are released to a student or their account, the student may be required to repay some of the federal grants and loans. Generally the law states (section 485 of the Higher Education Amendments of 1998—P.L./105-244) that the amount of assistance the student has received is determined on a prorated basis, in relationship to the specific term and the amount of the term completed.

Students who receive Title IV financial aid (Federal Pell Grant, Federal Supplemental Educational Opportunity Grant and Federal Direct loans) are subject to federal return of Title IV funds statutes. These regulations apply to recipients of Title IV financial aid who completely withdraw from college or who stop attending all classes during the enrollment period. The College must determine the amount of Title IV financial aid the student earned and return the unearned aid to the respective federal financial aid programs.

Unearned aid will be returned to the federal programs in the following order:

• Loans (Federal Unsubsidized Loans, Federal Subsidized Loans and Federal PLUS Loans),
• Grants (Federal Pell Grant and Federal Supplemental Educational Opportunity Grant)
• and then other Title IV funds.

The College must return the funds as soon as possible but must do so no later than 45 days after the College determines the withdrawal date or last date of attendance. Up to the 60 percent point in the period of enrollment, a pro rata schedule is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. After the 60 percent point in the period of enrollment, a student has earned 100 percent of the Title IV funds he or she was scheduled to receive.
For a student who withdraws after the 60 percent point in time, there are no unearned funds.

Federal Student Aid Handbook, Volume 5 Chapter 1 Withdrawals and Return of Title IV Funds 34 CFR 668.22 (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k), (l), 34 CFR 668.164, 34 CFR 668.167, 34 CFR 668.21

If a recipient of Title IV grant or loan funds withdraws from school after beginning attendance, the amount of Title IV grant or loan assistance earned by the student must be determined. If the amount disbursed to the student is greater than the amount the student earned, the unearned funds must be returned. If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, he or she is eligible to receive a post withdrawal disbursement of the earned aid that was not received.

Any Title IV credit balances created by the R2T4 calculation will be allocated first to repay any grant overpayment owed by the student. Northeast Iowa Community College must return such funds to the Title IV grant account within 14 days of the date of the calculation. Northeast Iowa Community College will use any remaining Title IV credit balance funds to pay authorized charges at the college, including any previous paid charges that become unpaid due to the return. Northeast Iowa Community College may also use the credit balance to reduce the student’s Title IV loan debt with the student’s authorization or it may release the balance to the student (or parent for a Direct Plus loan). If Northeast Iowa Community College is unable to locate the student (or parent) it must return the balance to the Title IV programs.

Calculating the Percentage of the Title IV Funds Earned The calculation of Title IV funds are determined by dividing the number of days of attendance by the number of days in the semester. The number of days of attendance is based on the determination of the official or unofficial withdrawal date (see Withdrawing From College). The number of days in the semester is determined by date the student’s classes start through the end of the student’s scheduled enrollment. Any break of five or more consecutive days will not be counted in the total number of days in the semester.

The student will receive a written notice within 30 days to the student letting the student know the impact of the Return of Title IV funds calculation. If the student has to repay any funds, the student has 45 days to either repay the funds or make satisfactory payment arrangements with the business office.

Example of Return of Title IV Funds Calculations

1. Determine percentage of Title IV aid earned:
   
   Completed Days divided by Total Days in Payment Period = % of earned aid

2. Determine the Title IV aid that was disbursed and aid that could have been disbursed

3. Determine amount of Title IV Aid Earned by Student: Multiply % of earned aid by total aid disbursed (including any aid that could have been disbursed for the payment period)

4. If the amount of aid earned by student is less than the amount of aid disbursed, there may be Title IV aid to be returned. Determine how much Title IV aid is to be returned:
   
   Total Title IV aid disbursed – amount of Title IV aid earned = amount of Title IV aid to be returned.

5. Determine amount of unearned Title IV aid due from school:
   
   • Add up all institutional charges for the payment period (tuition, fees, room, board, etc.).
   
   • Subtract % of earned aid from 100% to get % of unearned aid.
   
   • Multiply % of unearned aid by total institutional charges for payment period to come up with amount of unearned charges for payment period.
   
   • Compare amount of Title IV aid to be returned (#4) to amount of unearned charges – the lesser amount is the amount the school must return to the appropriate program(s).

6. Determine amount of unearned Title IV aid due from the student.
   
   • Subtract amount the school must return from the amount of Title IV aid to be returned (#4).
   
   • If < 0 or = 0, no amount of unearned Title IV aid is due from student.
   
   • If > 0, there may be a repayment of the student’s Title IV funds.

Important: Northeast Iowa Community College reserves the right to change the Refund Schedule at any time.

FOR YOUR INFORMATION

If you have questions, please call the Northeast Iowa Financial Aid Office.

Calmar: 800.728.2256, ext. 447
Peosta: 800.728.7367, ext. 212

Northeast Iowa Community College does not discriminate in its educational programs and activities on the basis of race, national origin, color, religion, sex, age or disability. These standards may be subject to change pending Federal Legislation.

CODE OF CONDUCT FOR EDUCATIONAL LOANS

Iowa Code Section 261E.2 and Title 34 of the Code of Federal Regulations, Section 601.21, require the development, administration and enforcement of a code of conduct governing educational loan activities. Our officers, employees, trustees and agents, including the alumni association, booster club and other organizations associated with Northeast Iowa Community College, agree to the provisions of this Code of Conduct and will refrain from:

1. Refusing to certify or delaying the certification of an education loan based on a borrower’s choice of lender.

2. Assigning a first-time borrower to a particular private education loan lender through the student’s financial aid award or another means.

3. Packaging a private education loan in a student’s financial aid award, except when the student is ineligible for other financial aid, has exhausted his or her
federal student aid eligibility, has not filed a Free Application for Federal Student Aid or refuses to apply for a federal student loan.

4. Accepting impermissible gifts, goods or services from a lender, lender servicer or guarantor. The institution may accept default prevention, financial literacy or student aid-related educational services or materials or other items of a nominal value.

5. Accepting philanthropic contributions from a lender, lender servicer or guarantor that are related to the educational loans provided by the entity that is making the contribution.

6. Serving on or otherwise participating as a member of an advisory council for a lender, lender affiliate or lender servicer.

7. Accepting from a lender or its affiliate any fee, payment or other financial benefit as compensation for any type of consulting arrangement or other contract to provide education loan-related services to or on behalf of the lender.

8. Accepting fees or other benefits in exchange for endorsing a lender or the lender’s loan products.

9. Requesting or accepting an offer of funds for private education loans from a lender, in exchange for our promise to provide the lender with placement on a preferred lender list or a certain number of volume of private education loans.

Northeast Iowa Community College is committed to providing the information and resources necessary to help every student achieve educational success. To accomplish this goal, the financial aid staff will consider each student’s individual needs. A comprehensive Code of Conduct detailing permissible and impermissible activities for all Northeast Iowa Community College officers, employees and agents affiliated with the College is available.

VALIDITY OF HIGH SCHOOL DIPLOMA POLICY AND PROCEDURE

A high school diploma is a basic element of student eligibility for Title IV financial aid funding. Students claim eligibility by virtue of a high school diploma when they complete the FAFSA. If either the Department of Education or NICC believe the high school diploma is not valid, the following process will occur in an effort to review and validate said diploma. If the validity of a student’s high school diploma is in question, the Financial Aid Office will:

1. Send the student a missing information notification that requests a copy of the student’s official diploma AND an official copy of the student’s final transcripts that shows all the courses the student completed. The name, address and phone number of the high school attended must be clearly identified on each document.

2. If the Financial Aid Office requires additional confirmation that the student did in fact receive said diploma from the high school indicated, a letter and/or phone call may be made to the high school to verify and confirm the diploma’s validity.

3. The Financial Aid Office may require submission of an official copy of both the diploma and/or transcript directly from the school and may require said copies be sent under the authority of a certified notary. If the Financial Aid Office determines the submitted diploma and transcript to be valid, the student’s financial aid application will be processed and if he/she meets all other eligibility criteria, will be deemed eligible for Title IV financial aid funding while attending NICC. If the Financial Aid Office determines the submitted diploma and transcript to be invalid, or is unable to determine its validity, the student will not be eligible for Title IV aid.

Note: This policy and procedure does not apply to home-schooled students by virtue of the federal regulations.

REPEATED COURSEWORK POLICY

Per federal regulations, students may repeat a previously passed course only once and receive Title IV financial aid for it. Example: Fall Term – Student takes public speaking course and receives an F and wants to retake it to improve his/her grade. Spring Term – Student retakes the public speaking course and is able to have those credits count toward his/her enrollment status for financial aid. Student receives an F the second time. The student cannot receive Title IV financial aid for a future retake of this course.

Students may repeat a failed course as many times as they need to pass the course and receive Title IV financial aid for it. Example: Fall Term – Student takes public speaking course and receives an F and wants to retake it to improve his/her grade. Spring Term – Student retakes public speaking course and is able to have those credits count toward his/her enrollment status for financial aid. Student receives an F again and needs to retake it and pass in order to graduate. Summer Term – student retakes public speaking course again and is able to have those credits count toward his/her enrollment status for financial aid.

If a student passes a course, retakes it and withdraws, they can retake it again until passed or failed.

Northeast Iowa Community College takes pride in the quality and variety of resources and services available to help students reach their academic and personal goals. Faculty and staff work closely to determine the needs of each individual to optimize student success. Most student resources are provided at no cost and are readily accessible to all.

STUDENT HEALTH/INSURANCE

A referral will be made to a local medical facility should an emergency arise when it is necessary for an administrator or faculty member to refer a student for medical services. However, if a student has another choice for medical services of an emergency nature, this request will be honored. The student and/or parents will be liable for the payment for such service.
Students are encouraged to enroll in a student health/insurance program to assure protection in the event of illness or injury if they are not covered under a current plan.

Health insurance brochures with information about no-cost or low-cost individual or family healthcare coverage are available in the Financial Aid Office.

**GRIEVANCES, COMPLAINTS AND CONCERNS**

The College encourages all individuals to attempt to resolve concerns informally with an instructor, advisor or assigned administrator as soon as possible following the event that led to the concern. When a resolution cannot be reached or is not practical, the steps of the formal complaint process should be followed. Individuals should use the electronic form located at www.nicc.edu/complaint to file a formal complaint. The Operations office will route the complaint to the appropriate college representative for review and appropriate action.

If necessary, a meeting will be arranged with both parties to seek a satisfactory resolution to the complaint. In the event that a complaint cannot be satisfied through one of these avenues, the Iowa College Student Aid Commission (ICSAC) is authorized to receive and review complaints from students. You may contact ICSAC to register a complaint at www.iowacollegeaid.gov/sdrf-start.

If an issue cannot be resolved through ICSAC, you may file a complaint with either the:

Iowa Department of Education at 515.281.0319 or the Higher Learning Commission at 312.263.0456 or www.nicc.edu/complaint
STUDENT RESOURCES

Bookstore
Cafeteria
Career Services
Child Development Center
Counseling
Disability Services
Housing
Learning and Writing Center
Library
Parking
Student Identification Cards
Student Health/Insurance
Student Life
TRIO-Student Support Services
Athletics
Intramurals
Fitness Facilities
Northeast Iowa Community College takes pride in the quality and variety of resources and services available to help students reach their academic and personal goals. Faculty and staff work closely to determine the needs of each individual to optimize student success. Most student resources are provided at no cost and are readily accessible to all.

**STUDENT RESOURCES**

**BOOKSTORE**
Bookstores are located on both the Calmar and Peosta campuses. In addition to selling and renting new and used textbooks, they also offer school supplies, book bags and a variety of NICC clothing, souvenirs and gift items. Textbooks for your courses can also be purchased online from our Bookstores at www.nicc.edu/bookstore.

**CAFETERIA**
Cafeteria services are provided for the convenience of students. Breakfast, lunch and snacks are available on the Peosta and Calmar Campuses. Students may purchase ‘Café Cash’ meal plans for use in the cafeterias.

**CAREER SERVICES**
Career Services offers career planning and job search assistance to students before and after graduation. Individuals who are uncertain about their career path can speak with career services about career options and NICC courses and programs. Career Services can also discuss informational interviewing and internships to aid in career exploration and job placement. Individual meetings and group seminars are provided to assist students with resumes, cover letters, interviewing and other job-seeking skills. Job openings/internships are received from a variety of sources including local and regional employers, websites, Iowa Workforce Development and faculty. Students have the opportunity to meet with employers and transfer colleges who visit campus and set up informational booths or give presentations.

Additional resources available through Career Services can be found at www.nicc.edu/careerservices.

**FOCUS CAREER ASSESSMENT**
Career Services actively assists prospective and current students with career assessment tools. FOCUS CAREER V.2 provides a self-guided, interactive program designed to help you select the right college major and plan your career based on your personal interests, values, skills, personality and leisure activities. Visit www.nicc.edu/focus for more information.

**CAREER CONNECT**
Career Connect is an online jobs portal where current students and alumni can access employer information, job postings, in addition to uploading their resume and accessing other job search resources. Current students, alumni and employers can access Career Connect and set up an account at www.nicc.edu/careerconnect.

**CHILD DEVELOPMENT CENTER**
Children between the ages of six weeks and twelve years of age may enroll in the NICC Child Development Center(s) on a first-come, first-served basis. Enrollment is open to children of NICC students, staff, faculty and members of the surrounding communities. Enrollment is granted without discrimination in regard to sex, race, creed, national origin or political beliefs. The centers are designed to provide convenient and on-campus care of children. Application forms are available from the Child Development Centers on the Calmar and Peosta campuses.

**COUNSELING**
Northeast Iowa Community College offers free and confidential counseling to currently enrolled students. Counselors can assist with problem solving and developing strategies to cope with stressors and when needed, help locate community and mental health resources. Areas of assistance may include: stress management, anxiety, depression, time management, grief counseling, alcohol/drug issues, academic difficulties, eating disorders, gambling, financial hardship, relationship concerns and student success strategies. During the initial appointment, the counselors will assess the student’s needs and may recommend follow-up counseling at the College or referral to an area service or agency.

A Student Crisis Fund is available for students who experience a financial crisis that may prevent them from being able to continue the semester. Students can apply using the application found on the College website www.nicc.edu/crisisfund or in the Counseling Office. For more information on counseling resources or to schedule an appointment, students may contact the counselor on their corresponding campus.

**DISABILITY SERVICES**
Northeast Iowa Community College provides access, accommodations and advocacy for students who have disabilities. Examples include accessible textbooks, additional time on exams, test readers and sign language interpreters. If you would like to learn more about these services or how to request instructional accommodations, contact the Office of Disability Services:

Calmar Campus: 800.728.2256, ext. 378
Student Center, 159
Calmar Campus: 563.562.3263, ext. 258
Peosta Campus: 563.556.5110, ext. 280

**HOUSING**
NICC is a non-resident campus; however, a listing of available rental properties in various communities within proximity of each campus is compiled annually. Housing costs vary depending upon the amenities provided. Housing information may be obtained from the Admissions Office or online at www.nicc.edu/housing.
LEARNING AND WRITING CENTERS
The Learning Center provides assistance and supplemental instruction in many areas of study including math, science, health science, nursing, accounting and other subjects. Learning Center staff work with students individually or in small groups and can assist with study skills, note taking, test taking, time management and computer skills. Computers are also available for independent student use. The Writing Center assists students with written assignments for any class as well as with resumes and scholarship applications. In individual conferences, a writing instructor can offer suggestions in all steps of the writing process including brainstorming, drafting, revising and editing.

Additional information can be found at www.nicc.edu/learningcenter or at:
Calmar Learning Center: 800.728.2256, ext. 394
Peosta Learning Center: 800.728.7367, ext. 215
Dubuque Center: 563.557.8353, ext. 132

LIBRARY
The Calmar and Peosta Campus libraries provide NICC students with carefully selected and managed resources to support your pursuit of a quality education and up-to-date training as well as leisure activities and lifelong learning. Both libraries offer inviting and connected spaces for individual or group study. Library staff are available to provide instructional or technical support in the use of these resources. The libraries are a vital part in developing the information literacy skills which are critical for your success in the 21st century.

Please explore our website at www.nicc.edu/library to learn about the books, periodical and audiovisual items available in our physical and digital/online collections and the many ways the library staff can assist you.

Your student ID is your library card. You are responsible for all items checked out on your card and will be held accountable for items which are damaged or are not returned. (See Indebtedness Policy)

PARKING
Free parking is provided for students on both main campuses in designated areas. Appropriate information regarding parking permits and/or vehicle registration will be provided. A limited number of handicapped permit parking spaces are available for students with disabilities. NICC has adopted parking and traffic regulations in order to maximize safety and ensure access for emergency vehicles. Free parking is not provided at the Dubuque Center.

At the Calmar campus, students are asked to park in designated areas and vehicles must have a valid parking permit properly displayed. Parking permits are available free of charge in the Bookstore. The owner is responsible for lost permits. On the Peosta campus, there are no designated or reserved parking areas. For both campuses, drivers are responsible for finding a legal parking space. Vehicles parked in unauthorized space will be ticketed and subject to fines and/or towing. Transcripts and grades will not be released until all fines are paid.

STUDENT IDENTIFICATION CARD
All students who enroll in NICC programs and fulfill fee requirements must secure an identification card. Identification cards are issued during the first three weeks of each term, or by appointment, in the Student Life Office. Students must obtain an identification card during the first semester of enrollment, and a term sticker is required at the start for each term.

Identification cards are required in some clinical situations, for make-up testing, Learning Center check-in, to check-out library materials and to obtain academic and/or financial aid information from the Student Services Offices. In the event that an identification card is lost, stolen or destroyed, a duplicate card can be purchased in the Student Life Office. The card also can be used by students to secure discounts at participating area businesses. Please contact the Student Life Office for more information on memberships and discounts.

STUDENT HEALTH/INSURANCE
A referral will be made to a local medical facility should an emergency arise when it is necessary for an administrator or faculty member to refer a student for medical services. However, if a student has another choice for medical services of an emergency nature, this request will be honored. The student and/or parents will be liable for the payment for such service.

Students are encouraged to enroll in a student health/insurance program to assure protection in the event of illness or injury if they are not covered under a current plan. Health insurance brochures with information about no-cost or low-cost individual or family healthcare coverage are available in the Financial Aid Office.

STUDENT LIFE
College is more than books and tests. It is an experience. We believe your experience at NICC can be the experience of a lifetime! But, as they say – “Life is what you make it,” so explore your interests, find new friends and make a difference by getting involved.

ACTIVITIES
Alternative Spring Break Trip
Basketball
BBQ’s
BINGO
Bowling
Bus Trips
Disc Golf
Dodgeball
Family Activities
Flag Football
Golf
Hypnotist
Musical Entertainment
Novelty Entertainment
Volleyball
Service Opportunities
Softball
Special Speakers
Volleyball

www.nicc.edu/catalog
DIVERSITY COUNCIL
The purpose of this organization is three-fold:
1. Raise awareness of intercultural issues at Northeast Iowa Community College,
2. Increase sensitivity and appreciation as community strength,
3. Support the diversity related goals outlined in the NICC strategic plan. We aspire to bring awareness and skills to students, staff, faculty and the communities served by NICC, regarding race, ethnicity, national origin, marital or family status, religious preference, gender, sexual orientation, gender identity, health status, veteran status, abilities and age. Meetings are held monthly. All students, faculty and staff are encouraged to participate.

IMPACT
IMPACT is a unique and rewarding opportunity to develop skills while having fun and making a difference. IMPACT serves as the representative body for the students, while also programming the extra-curricular activities available to students. IMPACT is made up of four officers, as well as a team of volunteers. IMPACT is open to all students. Applications for the president of IMPACT, vice president of activities, vice president of publicity and vice president of community service are taken in spring and fall. Depending on the quality of applications, positions may be filled in the spring or fall semesters. IMPACT executive officers are paid positions and are also eligible for a leadership stipend at the end of every semester. Volunteer team members are highly valued and are invited to join at any time. If you are interested in applying for an officer position or volunteering, information is available in the Student Life Office.

CLUBS, PROFESSIONAL ASSOCIATIONS AND HONOR SOCIETIES
Joining a club, professional association or honor society at NICC provides students with an opportunity to develop leadership, teamwork, communication and social skills. Taking part in group activities connects students with the campus culture and gets them engaged with others who have similar interests. A student group that is interested in becoming a registered NICC club with all of the associated benefits must pick up a club recognition application from the Student Life Office. A student wishing to join a professional association can contact a faculty member of their program of interest. Students that are eligible for membership in honor societies will be invited to join by letter.

TRIO-STUDENT SUPPORT SERVICES
(Peosta Campus and Dubuque Center)
TRIO – Student Support Services, a federally-funded program on the Peosta campus and at the Dubuque Center (Mondays only), provides free support services such as tutoring, advising, university transfer assistance, success workshops, financial literacy counseling and cultural activities to 160 eligible students. To be eligible for TRIO-SSS students must be enrolled full-time in a two-year program with plans to graduate and transfer and meet one or more of the following criteria:
• Neither parent has a four-year degree
• Meets federal income guidelines
• Have a documented learning or physical disability
TRIO-SSS staff has the unique opportunity to work individually with students and to get to know each student personally. Participants receive holistic support through graduation from NICC. The office is open year-round. For more information call 800.728.7367, ext. 408.

ATHLETICS
Students are encouraged to join the sports shooting team; no prior experience is necessary! Calmar campus practices are held at the Turkey Valley Trap Range and home meets are held at the Fredericksburg Sportsmen’s Club.
Peosta campus practices and home meets are held at the Izaak Walton League. The $100 participation fee includes: competition ammunition, practice clay targets, gun cleaning components, fees and transportation and secure gun storage during season. Student athletes must maintain full-time enrollment status and satisfactory academic progress to be eligible to participate.

www.nicc.edu/sportsshooting.

INTRAMURALS
Intramural sports are offered through the Student Life Office. No matter what campus you attend, you can have fun, meet people and show off your athletic skills. Intramurals take place at each campus, with campus teams competing against each other and with the University of Dubuque intramural teams.

FITNESS FACILITIES
Peosta students can utilize the Peosta Community Centre and Calmar students the Fort Atkinson Gym. You must present your NICC student ID to use the facilities. Peosta students also have the option of using the Chlapaty Recreation and Wellness Center at the University of Dubuque for a nominal fee with proof of enrollment and an NICC identification card.
ACADEMICS

General Education
Degree and Diploma Requirements
Program Length
Course Delivery Formats
Online and Blended Learning
State Authorization Reciprocity Agreement
Standards of Academic Progress
Attendance
Change in Enrollment Status
Course Credit and Load
Credit for Prior Learning Assessment
Placement and Course Prerequisites
Change of Academic Program
Grading System
Grading Policies
Student Concerns
Classroom Visits and Field Trips
Transcripts
Graduation Requirements
Transfer of Credits
Family Education Rights and Privacy Act (FERPA)
The College embraces a culture of lifelong learning. The following Common Learning Outcomes are identified as a priority for all students at the College.

4 COMMON LEARNING OUTCOMES

1. Think Critically:
   a. Locate, interpret and use information effectively; and/or
   b. Use intellectually disciplined processes (conceptualizing, applying, analyzing, synthesizing, evaluating and quantitative reasoning) to solve problems.

2. Communicate Effectively:
   a. Convey information through verbal, written, technological or visual means.

3. Apply knowledge and skills to life:
   a. Utilize workforce readiness skills; (technical and soft-skills) and/or
   b. Apply the principles of mathematics, science, humanities and technology in personal, academic and working-world situations; and/or
   c. Manage finances effectively.

4. Value self and others:
   a. Work cooperatively as a member of a team; and/or
   b. Appreciate of diversity and its benefits; and/or
   c. Make ethical decisions that respects the rights, values and beliefs of others.

GENERAL EDUCATION

GENERAL EDUCATION REQUIREMENTS

Broadening an individual’s knowledge and understanding of the world has long been an objective of higher education. General education at Northeast Iowa Community College is designed to provide learning experiences that prepare you to assume a productive role as a citizen, to understand and function successfully in the modern world and to prepare for lifelong learning. General education will provide breadth to the college learning experience and assist you in acquiring general knowledge, skills, insights and sensitivity needed to function as an educated person in the contemporary world.

PHILOSOPHY AND MISSION STATEMENT FOR GENERAL EDUCATION

The mission of General Education at Northeast Iowa Community College fosters engaged, responsible world citizens dedicated to lifelong learning. It is our philosophy to promote student success that helps students be better prepared for college and beyond. In addition, all programs at Northeast Iowa Community College will encompass not only program-specific learning outcomes, but also the Common Learning Outcomes.

SELECTING A DEGREE

The Associate of Arts and Associate of Science degrees are typically pursued when transfer to a four-year institution is likely. The College recommends that students planning to transfer seek advice from the receiving institution to ensure the best possible transfer. Curriculum leading to Associate of Applied Science (AAS) degrees are intense programs of study designed to prepare students for employment after graduation. Some majors may transfer to four-year institutions, and students planning to pursue a bachelor’s degree should work closely with an academic advisor to plan for successful transfer of coursework. Degree requirements for the AAS include general education courses and specified courses in the chosen area of study, as well as specified and suggested electives. Students should consult an academic advisor regarding graduation requirements.

The Associate of General Studies degree is a non-transfer level degree designed for students who do not plan to transfer to a four-year institution but desire a degree to enter the workforce.

CAREER AND TECHNICAL PROGRAMS

Northeast Iowa Community College offers numerous career and technical diplomas designed for students to enter the workforce in the chosen career area.

Students planning to transfer your community college credit to a four-year college, should select courses to conform with requirements of the particular institution to which you intend to transfer. Consult your advisor any time you have doubts about course selection.

DEGREE AND DIPLOMA REQUIREMENTS

NICC offers two associate’s degrees designed for transferring to another college or university:

- Associate of Arts degree (AA)
- Associate of Science degree (AS)

NICC also offers the Associate of Applied Science degree, which is designed primarily to prepare graduates for immediate employment. In some instances, the AAS degrees (or portions thereof) may be transferable to four-year institutions.

In addition to being properly registered, you are responsible for knowing the requirements for the degree you plan to obtain and for planning your schedule to meet those requirements. If you plan to transfer community college credit to a four-year college, you should select courses to conform with requirements of the particular institution to which you intend to transfer. Consult your advisor any time you have doubts about course selection.

THE COLLEGE EXPERIENCE COURSE POLICY

NICC requires first time degree seeking students to take SDV:179 The College Experience during their first semester. This course is required for graduation. Exceptions to this requirement include:

1. Transfer students with an official transcript(s) from previous institution(s) who have earned a minimum of 12 credits with a cumulative GPA of 2.0 or higher (cumulative GPA encompasses all attempted credits, not just those earned).

2. Transfer students with an official transcript from a previous institution who have taken a similar course with a grade of C- or better.

3. Students who were previously enrolled at NICC (excluding high school concurrent enrollment) who have earned a minimum of 12 credits with a cumulative GPA of 2.0 or higher.
ASSOCIATE OF ARTS DEGREE (AA)
The Associate of Arts degree provides a course of study which, if satisfactorily completed, will readily transfer to most colleges and universities. College parallel-transfer curricula permit completion of the equivalent of the first two years of a bachelor’s degree program in numerous institutions.

General education core courses completed for the degree are useful regardless of whether you terminate your formal education at NICC or continue your formal education at another college. Recommendations for electives related to areas of interest are provided to guide students interested in pursuing a four-year degree in the area of emphasis.

If you plan to transfer to a four-year college, you should select courses to satisfy requirements of the specific institution to which you intend to transfer. Consult your advisor at the transferring four-year institution anytime you have questions about course selection.

The Associate of Arts degree is a useful beginning if you want to get a professional degree in business, education, engineering, social work and other areas.

General Degree Requirements
1. The Associate of Arts degree will include a minimum of 60 semester hours of courses designed and acceptable for transfer, and may include up to 16 semester hours of career-technical courses. Note: Students not ready to begin college/transfer level writing and math courses may need additional prerequisite coursework that requires them to exceed the 60 credit hours minimum.
2. Students transferring an Associate of Arts degree to a public university must have maintained a minimum cumulative grade-point average (GPA) of 2.0 on all graded arts and sciences courses acceptable for transfer.
3. A 2.0 cumulative GPA and a passing grade in all required courses.
4. Earn a minimum of 18 credit hours at NICC that meet degree requirements.
5. Demonstrated computer literacy is a requirement for graduation. This requirement may be met with BCA:112, BCA:212, GIS:111.

Specific Requirements for the Associate of Arts Degree
1. Meet minimum general education core requirements in each of the following areas:
   b. Math and Science (transfer-level): Minimum of one math and one science course: BIO, CHM, ENV, MAT, PHS, PHY. One science course must include a lab component. Credits: 10
   c. Social Science (transfer-level): Select courses from at least two different disciplines in this teaching area: ECN, GEO, POL, PSY, SOC. Credits: 9
   d. Humanities (transfer-level): Select courses from at least two different disciplines: ART, ASL, CLS, DRA, FLS, HIS, HUM, LIT, MUA, MUS, PHI, REL. Credits: 12
   e. College Experience: SDV:179 Credits 3
      One of the following Literature courses is required: LIT:101, LIT:110, LIT:111, LIT:142, LIT:145, LIT:186.
      One of the following History courses is required: ART:203, ART:204, HIS:131, HIS:132, HIS:151, HIS:152, HIS:214.
2. Remaining Requirements: The remaining 20 semester hours will be accepted from arts and sciences electives designed and acceptable for transfer, with the understanding that up to 16 semester hours of career-technical credit could be applied. (See the Course Classification System guide.)

ASSOCIATE OF SCIENCE DEGREE (AS)
The Associate of Science Degree is primarily designed to enable you to transfer your work to a four-year college or university for the purpose of earning a baccalaureate degree. This degree program also offers opportunities for personal enrichment or career enhancement and provides a foundation in mathematics and science designed for transfer in a prescribed area of specialization. You should choose an intended major at a transfer institution as soon as possible and select courses which are required for your major.

General Degree Requirements
1. The Associate of Science degree will include a minimum of 60 semester hours of courses designed and acceptable for transfer, and may include up to 16 semester hours of career-technical courses. Note: Students not ready to begin college/transfer level writing and math courses may need additional prerequisite course work that requires them to exceed the 60 credit hours minimum.
2. Students transferring an Associate of Science degree to a public university must have maintained a minimum cumulative grade-point average (GPA) of 2.0 on all graded arts and sciences courses acceptable for transfer.
3. A 2.0 cumulative GPA and a passing grade in all required courses.
4. Earn a minimum of 18 credit hours at NICC that meet degree requirements.
5. Demonstrated computer literacy is a requirement for graduation. This requirement may be met with BCA:112, BCA:212, GIS:111.

Specific Requirements for the Associate of Science Degree
1. Meet minimum general education core requirements in each of the following areas:
b. Math and Science (transfer-level): Math: MAT; Science: BIO, CHM, ENV, PHS, PHY. One science course must include a lab component. Credits: 20

c. Humanities/Social Science (transfer-level): Social Science: ECN, GEO, POL, PSY, SOC; Humanities: ART, ASL, CLS, DRA, FLS, HIS, HUM, LIT, MUA, MUS, PHI, REL. Credits: 12

d. College Experience: SDV:179 : Credits 3

One of the following history courses is required: ART:203, ART:204, HIS:131, HIS:132, HIS:151, HIS:152, HIS:214.


2. Remaining Requirements: The remaining 19 semester hours will be accepted from arts and sciences electives designed and acceptable for transfer, with the understanding that up to 16 semester hours of career and technical credit could be applied. (See the Course Classification System guide.)

ASSOCIATE OF GENERAL STUDIES (AGS)

This non-transfer degree is awarded upon completion of an individualized course of study that is primarily designed for the acquisition of a broad educational background rather than the pursuit of a specific emphasis in an associate's degree or professional/technical program. Intended as a flexible course of study, this degree includes curriculum in lower-division transfer, occupational education and professional/technical education.

General Degree Requirements
1. The Associate of General Studies degree will include a minimum of 60 credit hours.
2. A 2.0 cumulative GPA and a passing grade in all required courses
3. Earn a minimum of 18 credit hours at NICC that meet degree requirements.

Specific Requirements for the Associate of General Studies Degree
(excluding developmental courses)

b. Math and Science. Credits: 3
c. Social Science/Humanities. Credits: 3
d. The College Experience: SDV:179. Credits: 3
f. Complete a minimum of 43.5 credits in general education or career/technical education.

PHILOSOPHY STATEMENT FOR CAREER AND TECHNICAL EDUCATION

Career and technical education at Northeast Iowa Community College offers you the opportunity and encouragement to become a competent, responsible individual with the ability to adapt to a changing workplace and understand the importance of lifelong learning. Through a variety of teaching strategies, the College's faculty and staff assist you in acquiring the general and specific skills essential for success in work, career and life. Career and technical education at NICC emphasizes critical thinking, problem-solving and hands-on application of principles based on a strong theoretical foundation. It allows you to develop an ability to:

- Demonstrate specific skills as a member of a highly technical, self-disciplined, productive and quality-oriented workforce.
- Express yourself clearly, concisely and with sensitivity to others in both written and oral communications.
- Listen effectively to and cooperate with others as well as work independently.
- Successfully evaluate and adapt to technological and social changes to meet the expanding needs of industry and business in a global marketplace.

ASSOCIATE OF APPLIED SCIENCE DEGREE (AAS)

Associate of Applied Science programs are designed to prepare you for immediate employment in a career field while maintaining the opportunity for further education. Each AAS major consists of both high quality technical courses and required general education coursework. While AAS programs stress technical preparation, general education courses complement the technical focus and facilitate graduate opportunities for further education.

General Requirements for the Associate of Applied Science Degree
1. A minimum of 60 credit hours. Note: Students not ready to begin college/transfer level writing and math courses may need additional prerequisite course work that requires them to exceed the 60 credit hours minimum.
2. A 2.0 cumulative GPA and a passing grade in all required courses.
3. Earn a minimum of 18 credit hours at NICC that meet program requirements.
4. Demonstrated computer literacy is a requirement for graduation and is met as prescribed by the specific programs.
5. Completion of SDV:179 The College Experience course. (Note: 15 general education credits are required for AAS degree seeking students. Student who transfer in a College Experience course for less than three credits or in cases where the student is not required to take the College Experience course, the student will be required to make up the omitted general education credits.)

Specific Requirements for the Associate of Applied Science Degree

1. Meet minimum general education course requirements in each of the following areas:
   a. Communication: COM:723 or transfer-level COM, ENG, SPC Credits: 3
   b. Math or Science: MAT:102, MAT:744, MAT:773, PHY:710 or transfer-level BIO, CHM, ENV, MAT, PHS, PHY. Credits: 3
DIPLOMA PROGRAMS

Career-technical diploma programs prepare you for entry employment and are designed with the assistance of advisory committees to ensure that graduates meet employment requirements. While preparation for employment is a major objective, several programs provide students with the opportunity to complete an associate’s degree with one year of additional study.

You are responsible for knowing the requirements for the diploma you seek to obtain and for planning your schedule to meet those requirements.

General Requirements for the Vocational Diploma
1. A minimum of 30 credit hours (Developmental courses omitted.)
2. A 2.0 cumulative GPA and a passing grade in all required courses.
3. Earn a minimum of 9 credit hours at NICC that meet program requirements.
4. Demonstrated computer literacy is a requirement for graduation and is met as prescribed by the specific programs.
5. Completion of SDV:179 The College Experience course. (Note: six general education credits are required for diploma seeking students. Student who transfer in a College Experience course or less than three credits or in cases where the student is not required to take the College Experience course, the student will be required to make up the omitted general education credits.)

Specific Requirements for the Vocational Diploma
1. Meet minimum general education core requirements in the following areas:
   a. Communication: COM:723 or transfer-level COM, ENG, SPC Credits: 3
   b. Electives: A number of electives (excluding Developmental courses) may be specified in certain program majors.
2. Complete a minimum of 24 credit hours in specific majors.

CERTIFICATE PROGRAMS

A certificate is an organized, sharply-focused array of courses that provides training in a specific occupational field. The number of credits required varies between programs. Certificates are designed to serve individuals who:

- Want to develop, renew or enhance occupational competencies to meet their current employment needs;
- Need to complete a condensed version of a degree curriculum that focuses on specialized knowledge and skills because of a demanding work schedule;
- Seek new occupational skills to enhance their employment marketability.

Satisfactory completion of the approved courses will result in the award of a certificate. These are regular college courses, which may also be used to complete a diploma or degree at the college.

PROGRAM LENGTH

Program of study length varies based on the educational preparation of the student, enrollment status, successful completion of coursework and course availability. The identified course sequence of a program guarantees a full-time student who receives a passing grade for the specific courses within each term will be eligible to graduate within the specified program time frame.

Part-time students are not guaranteed that all courses will be offered each semester. It is recommended that students work closely with their academic advisor to ensure successful progression and timely graduation from their program of study.

COURSE DELIVERY FORMATS

Northeast Iowa Community College (NICC) courses are delivered in one of the following formats:

- **Face-to-Face:** classroom based course sections. Face-to-face instruction often utilizes the NICC web-based system to communicate with class information, provide grades and to share course related resources. The face-to-face venue includes one or more components of lecture, lab, clinical and/or internship.

- **Online:** NICC offers a broad range of online courses and degree programs. The academic expectations are the same as face-to-face courses. Online courses utilize the NICC web-based system to deliver instruction. The difference is that the assignments and activities can be performed from a distance, via computer. Online courses deliver quality instruction using multimedia tools, including interactive discussion boards, audio-video recordings, bookmarks, chat rooms, announcements and webcasts. Tuition, registration, financial aid eligibility and credit transferability are the same for online courses as they are for traditional on-campus courses.

- **Online Asynchronous:** courses that are completed according to the schedule of the student with due dates.
of assignments/projects/tests being set by the instructor.

- **Online Synchronous**: courses that occur on a pre-scheduled date/time.

- **Video Conference**: taught from one origination site, the instructor delivers the course at one time to students who may be located at various classrooms throughout the region. The classrooms are two-way audio and video classrooms where students can see and hear the instructor and the instructor can see and hear the students. Classrooms are very similar to traditional on-campus classrooms with remote control cameras, TV screen projection and microphones that relay voices and images between locations. (i.e. Zoom, Iowa Communications Network (ICN), etc.)

- **Hybrid**: Hybrid courses combine face-to-face, ICN or clinical instruction with computer-based learning. A majority (51 percent or more) of the course content is delivered using the online environment which reduces the time typically required in the traditional on-site classroom. Most hybrid courses meet a maximum of one day per week in the classroom and conduct the remainder of the learning online using the NICC web-based system. This creates a blend of both learning environments for students.

- **Web Enhanced**: Web enhanced courses combine face-to-face, ICN or clinical instruction with computer-based learning. A smaller percentage (less than 50 percent) of the course content is delivered online with the remainder of the course delivery occurring in the face-to-face environment.

For any given program’s curriculum, some required courses may be offered only as online or hybrid options and will require computer and internet access.

All students who enroll in an online or hybrid course are required to complete an online tutorial which is listed as the TRN-100 Brightspace Tutorial. Refer to the TRN-100 Brightspace Tutorial within this section for details.

To find out if online and blended learning courses are right for you, visit [www.nicc.edu](http://www.nicc.edu/) and schedule an appointment to discuss your options with an NICC advisor. Additional information pertaining to online, ICN and hybrid courses is available at [www.nicc.edu/online](http://www.nicc.edu/online).

### Information Table for Computer Technology Required for Success in Online and Hybrid Courses

<table>
<thead>
<tr>
<th>Features</th>
<th>Minimum Requirements</th>
<th>Details and Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet Connection</td>
<td>128KB modem; Broadband Preferred</td>
<td>A dial-up connection allows you access to the Internet, but may hinder you from accessing or viewing some essential course features. Broadband is recommended.</td>
</tr>
<tr>
<td>Operating System</td>
<td>Macintosh®: OSX (10.9) PC: Windows®: XP, Vista, 7, 8, 10</td>
<td>Recommended: latest service pack—(free updates are available from Microsoft)</td>
</tr>
<tr>
<td>Browser</td>
<td>Internet Explorer 8; Firefox 5; Safari 5; Google Chrome (updated versions)</td>
<td>It is beneficial to have access to more than one browser, as web content displays differently in different browsers.</td>
</tr>
<tr>
<td>Memory</td>
<td>20 GB of hard disk space</td>
<td>Recommended: 40 GB of hard disk space</td>
</tr>
<tr>
<td>Audio/Visual</td>
<td>Headset with microphone and webcam required for all synchronous classes.</td>
<td>Headset preferred to stand-alone microphone to prohibit feedback.</td>
</tr>
<tr>
<td>RAM (Random Access Memory)</td>
<td>1 GB</td>
<td>Recommended: 2 GB or higher—the more RAM, the more items you can have open at a time and the faster your computer runs.</td>
</tr>
<tr>
<td>Pop-up blocker</td>
<td>Any</td>
<td>To properly use all the features of Brightspace, you may be required to allow pop-ups from NICC. <strong>Note: Enable pop-ups. If you are unsure how to enable pop-ups, contact the Helpdesk at <a href="mailto:helpdesk@nicc.edu">helpdesk@nicc.edu</a></strong></td>
</tr>
<tr>
<td>Software</td>
<td>MAC: MS Office 2008 PC: MS Office 2007 or later Adobe Acrobat® Reader (Updated version) Flash Player (Updated version) Java (Updated version)</td>
<td>Updated MS Office versions are always recommended. (<a href="http://nicc.onthehub.com">Free downloads online for some of the listed software</a>)</td>
</tr>
<tr>
<td>Communication</td>
<td>Email: NICC Gmail</td>
<td>Students receive a unique email account when they are accepted to the College.</td>
</tr>
</tbody>
</table>
ONLINE AND BLENDED LEARNING

Online and blended learning provides learning environments utilizing modern media and technology to replace the traditional commute to campus for classes. Online and blended learning students experience the same academic rigor, content and curriculum as on-campus students, with the additional flexibility in class schedules which can be balanced with personal and work obligations. Online and blended learning courses include online (synchronous and asynchronous), ICN and hybrid formats. Students enrolled in online and blended learning courses should expect a variety of instructional methods including, but not limited to, discussion boards, bookmarks, chat rooms, web resources and content and video. In addition to a variety of instructional and communication methods, students should expect more reading and required discussions, as well as consistent use of technology. NICC uses the online learning management system (LMS), called Brightspace to deliver synchronous and asynchronous online courses. Assistance with the functions and tools in Brightspace can be found in video tutorials within your MyCampus account. All students interested in enrolling in an online or hybrid course are required to complete an online tutorial (TRN-100 Brightspace Tutorial) prior to or soon after registration into an online or blended learning course. To determine if online and blended learning is right for you, schedule time to discuss your options with an NICC advisor and visit www.nicc.edu/distancelearning to take a brief online quiz outlining some of the skills for which is required to be a successful online student. Additional information is available at www.nicc.edu/online/onlinerightforme.

NICC is registered as a private institution with the Minnesota Office of Higher Education pursuant to Minnesota Statutes, sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

TRN-100: BRIGHTSPACE TUTORIAL

NICC wants online and blended learning students to be highly successful online. As a measure of this success, all students enrolling in online or hybrid courses must successfully complete an online tutorial to learn how to use the unique features, tools and links within a Brightspace courseroom. A student will need to go to www.nicc.edu/trn100 to complete the tutorial. The tutorial is always available and can be completed at anytime after acceptance to the college. The TRN-100: Brightspace Tutorial contains quiz questions with a completion form at the end. Completion of the tutorial is a one-time requirement prior to, or soon after course registration.

The TRN-100 : Brightspace Tutorial is beneficial for all NICC students, as all instructors use their Brightspace courseroom to provide grades, communication and additional resources.

STATE AUTHORIZATION RECIPROCITY AGREEMENTS

Northeast Iowa Community College has been approved by the state of Iowa to participate in the National Council for State Authorization Reciprocity Agreements. NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education.

STANDARDS OF ACADEMIC PROGRESS

A student who has attempted nine or more credit hours is expected to maintain a 2.0 cumulative minimum GPA (grade point average). Any student failing to maintain a 2.0 GPA will be considered on academic probation status. The student may return to good academic standing when the cumulative GPA is raised to 2.0 or higher. Students are strongly encouraged to meet with an academic advisor or counselor and utilize support resources when experiencing academic difficulty.

MINIMUM GRADE REQUIREMENTS

MINIMUM GRADE REQUIREMENTS FOR HEALTH OCCUPATIONS

Students enrolled in health occupations programs must pass all required coursework with a minimum of a C- grade. However, a minimum 2.0 cumulative GPA (C grade average) is required to graduate from the program and the College. Students should work with their academic advisor to ensure grade requirement compliance.

ATTENDANCE

There is a strong relationship between success in college and class attendance. Any absence interferes with the learning process and may contribute to academic failure. Because Northeast Iowa Community College (NICC) is dedicated to helping students succeed, the College is committed to the importance of regular attendance in all classes. NICC instructors are required by federal student financial aid regulations to maintain accurate attendance records and submit those records periodically to the Financial Aid Office. Instructor notification of non-attendance could interfere with Veteran’s Administration or other financial aid benefits. The Department of Education defines academic attendance and attendance at an academically related activity as being academically engaged in the course. Some examples include:

- Physically attending a class where there is an opportunity for direct interaction with the instructor
- Submitting an academic assignment
- Taking an exam or an interactive tutorial
- Participating in a study group that is assigned by the instructor
- Participating in an online discussion or message board assignment

Instructors individually determine their attendance policies. It is each student’s responsibility to learn their instructors’ attendance policies. Students are expected to confer with instructors immediately regarding potential or past absences. In cases of advance knowledge of an absence, students should confer with the instructor prior to the absence.

www.nicc.edu/catalog
CHANGE IN ENROLLMENT STATUS

COURSE CHANGE/COURSE SECTION CHANGE

Students requesting a change in their course schedule prior to the start of the term should contact their advisor. If course schedule changes need to be made after the term begins, students must contact an intake advisor in the Student Services Office.

New registrations and course or section changes for full-term courses must receive instructor approval after the fifth day of the term. Changes in condensed-term courses must receive instructor approval after the first day of the course. The student's advisor will work directly with the instructor to determine if the course addition/change is feasible.

No new registrations, course additions or section changes will be allowed after the tenth day of the term with the exception of late start courses.

Tuition, program length and financial aid may be affected by course or section changes.

No additional tuition and fee charges will be made for section changes when the course credits remain the same.

COURSE WITHDRAWAL

Course withdrawals made after the 100 percent refund period, as stated in the Tuition and Course Fee Refund section, will be listed on the student's permanent record with the grade "W" (wore). Students may officially withdraw from a course prior to completing three-fourths of the course by completing a Withdrawal Form available in the Advising Office. Students can also submit a written request to withdraw by fax or email.

Students who depart the College without officially withdrawing before three-fourths of a course is completed may expect to receive failing grades.

Students who officially withdraw from all courses within a semester and receive financial aid are subject to Return of Title IV Federal Funding and Satisfactory Academic Progress policies. Refer to the Financial Aid section of the catalog for further details.

ADMINISTRATIVE WITHDRAWAL

Under most conditions, the responsibility for withdrawal from a class or from the College rests with the student. However, in certain situations, it may be in the best interest of the student and/or the College community to implement an administrative withdrawal from course(s), a program or from the College.

Students may be withdrawn at any time during the term, with written notice, due to (but not limited to):

A. Incarceration;
B. Inability to comply with student visa regulations;
C. Extenuating circumstances due to medical or mental health conditions;
D. Behavioral/academic misconduct violations as defined in the Student Conduct Code policy and processes;
E. A failed drug test, background check and/or health requirement as mandated by individual programs;
F. Other situations as deemed appropriate by College administration.

If administratively withdrawn, students will receive a letter from the College Registrar indicating the rationale and any re-enrollment procedures. Any adjustments in tuition and fees due to an administrative withdrawal will be based on the College's published tuition refund policy. All circumstances leading to an administrative withdrawal will be documented and a record of action maintained in the student's academic record.

MEDICAL WITHDRAWAL FROM THE COLLEGE

A student who documents medical reasons for withdrawing from classes will be permitted to withdraw from classes beyond the official withdrawal date with a "W" recorded on the transcript. It is the student's responsibility to provide a signed document from an appropriate medical doctor or licensed mental health professional or social worker citing the reason for the required withdrawal.

The document must list the date of the first medical visit and the date the student is medically cleared to return to classes, if appropriate. The request for a medical withdrawal must be presented to the college counselors by the last day of the semester for which the withdrawal is desired. The student must have been regularly attending classes up until the medical reasons occurred. Based on the medical documentation received, the student may be allowed to withdraw from only certain classes or may have to withdraw from all classes scheduled in the semester of the request. No adjustments in tuition and fees will be given in the case of a medical withdrawal.

MILITARY ABSENCE

NICC provides reasonable accommodations for students who must be absent from class due to military obligations or required medical treatment for service-connected conditions.

In the case of military training or drill periods, the student will disclose the leave schedule, copy of unit training/activation/deployment orders issued by the Unit Commander to the instructor or the VA Certifying Official on either the Peosta or Calmar Campus as soon as the unit provides such documentation.

In the case of medical treatment, documentation of a VA appointment may be requested to validate the reason for the absence. Documentation should be provided directly to the instructor or through the VA Certifying Official on either the Peosta or Calmar Campus.

A copy of the full policy and procedure may be obtained from the Registrar's Office.
STUDENTS CALLED TO ACTIVE DUTY
NICC provides reasonable options for students called to active duty who are members of the Iowa National Guard or reserve forces of the United States and the spouses of such members if the members have dependent children when they are ordered into active duty. Students will be required to meet with the VA Certifying Official and submit a copy of their assignment orders or letters from their commanding officers. A copy of the full policy may be obtained from the Registrar’s Office.

TUITION AND COURSE FEE REFUND/ADJUSTMENT
Students who wish to cancel their registration or drop a course must notify the Registrars Office before the first day of the term or class to avoid tuition/fee assessment. Students who withdraw from NICC or drop a course may be eligible for a refund/adjustment on their tuition and course fees. Tuition and course fee refunds/adjustments will not be issued to students based on non-attendance. Tuition and course fee refunds/adjustments are calculated based on the start date of the course. Calendar days, less holidays and weekends, are used for calculations regardless of the number of class meetings.

12 - 16 week courses:
1-5 days 100% tuition and course fees
6-10 days 50% tuition and course fees
11-15 days 25% tuition and course fees

8 - 11 week courses:
1-3 days 100% tuition and course fees
4-7 days 50% tuition and course fees
8-10 days 25% tuition and course fees

4 - 7 week courses:
1-2 days 100% tuition and course fees
3-4 days 50% tuition and course fees
5-6 days 25% tuition and course fees

3 weeks and less courses:
Prior to the start of the 2nd class meeting 100% tuition and course fees

INDEBTEDNESS POLICY
Students may not register for any new term while they have prior unsettled indebtedness to NICC. During the period in which the indebtedness remains unsettled, no transcripts or other official credentials can be obtained from the college. Diplomas or degrees will not be granted nor will credits be transferred to another college until all accounts are settled.

COURSE CREDIT AND LOAD
UNIT OF CREDIT
Each course carries term hours of credit based on the total contact hours and the method of instruction. Term hours are used to determine a student’s GPA (grade point average).

COURSE LOAD
Enrollment status is based on the number of enrolled credit hours each semester. Full-time status is a minimum of 12 credit hours. Unless prescribed otherwise by the student’s program, the recommended course load for fall and spring may not exceed 19 credit hours and 12 credit hours for summer.

CREDIT FOR PRIOR LEARNING (CPL) ASSESSMENT
Northeast Iowa Community College (NICC) has made a commitment to student learning and assessment and supports the granting of credit for prior learning in accordance with the Council on Adult and Experiential Learning (CAEL) Standards of Assessment. CAEL supports a thorough assessment of each student’s formal and informal prior training and experience and awards academic credit for college-level knowledge and skills a student has gained outside of the classroom, including employment/work experience, professional certification, non-credit courses, military training/service, volunteer and civic activities, travel and hobbies.

GENERAL GUIDELINES
1. Students may apply for CPL at any time after their application to NICC, and one semester prior to program completion, with the exception of single-semester programs. Student must be in good standing at NICC.
2. Students may apply for CPL only for those courses required for their program of study; this may include general education and elective courses.
3. CPL credit may be awarded to students who show a level of learning comparable to the objectives and outcomes required for course completion. Students must meet and document a minimum of 80 percent of course outcomes in order to be awarded credit for any given courses.
4. Credit for prior learning may be awarded for courses with prerequisites at the discretion of the faculty and academic dean. Credit allowances for un-earned prerequisite courses will be satisfied with elective credits.
5. A maximum of 42 credits of transferable degree requirements (eg. Associate of Arts, Associate of Science) can be satisfied by receiving academic credit through PLA. For non-transferable degree programs (eg. Associate of Applied Science and Diploma), the maximum credits that may be satisfied through PLA may vary.
6. Credit residency requirement: At least nine credits must be earned at NICC for a Diploma, and 18 credits for an Associate of Arts, Associate of Science, Associate of Applied Science degree or an Associate of General Studies degree. Credits earned through CPL (with the exception of NICC non-credit to credit transfer) will not be considered for this requirement in the award of diplomas or degrees.
7. NICC will allow the transfer in of credits earned at another postsecondary institution as long as those credits correlate to a specific course that is required for the student’s program major and given that the course in question is equivalent to a required NICC course.
8. Students may not receive CPL for courses already successfully completed at NICC or another post-secondary institution.
9. Students may not use financial aid to pay for charges related to Credit for Prior Learning.
10. NICC does not guarantee that another post-secondary institution will accept CPL credit in transfer. Students interested in transferring to another college should verify CPL transfer policies with that institution.

11. Application for Credit for Prior Learning does NOT guarantee an award of credit.

**COURSE TRANSFERS**

a. The College accepts credits from other accredited colleges and universities in which a minimum grade of C has been earned.
b. Students who desire to transfer credit to NICC are required to provide the Admissions Office with an official transcript.
c. Courses which correspond to an equivalent NICC course are transferred at face value and may be used to fulfill program requirements.
d. Higher level coursework may be transferred in and substituted for program requirements upon recommendation of the Registrar’s Office and approval of the academic dean.
e. The student is required to provide the Registrar with a copy of the transferring course guide if a question exists regarding the equivalency of the course.
f. Courses completed more than five years ago may be transferred in upon approval of the academic dean.
g. Grades for courses transferred to NICC are not computed in the students GPA.
h. If a student changes his/her program, an evaluation will be completed for the new program.
i. There is no fee to award credit for transferred coursework.

For further information, refer to www.nicc.edu/transfer.

**ARTICULATION OF HIGH SCHOOL COURSES**

a. Students enrolled in high school courses with mutually agreed upon competencies between the high school and NICC program faculty and dean may receive articulated credit for NICC non-transfer level career and technical courses.
b. Students must attend NICC within 15 months of high school graduation to be eligible for articulated credit.
c. Articulated credit is entered on the NICC transcript after the student has accumulated 12 NICC credits post-high school.
d. Articulated courses are recorded on the student’s transcript without a grade and are not included in the calculation of the student’s credit grade point average (GPA).
e. There is no fee to award credit for articulated coursework.

For further information, refer to www.nicc.edu/transfer.

**COURSE COMPLETION**

a. A student who completes a pre-approved non-credit course section at NICC may be eligible to earn semester hour credit that can be applied toward a certificate, diploma or degree. In order for the credit to be awarded, the non-credit course must meet the competencies of the credit course, as determined and approved by the academic dean and the vice president of academic affairs, prior to the start of each course section offering. The student must successfully complete the course, as defined in the pre-approval process, in order for credit to be transcripted.
b. The credit is recorded on the student’s transcript without a grade, and will not be included in the calculation of the student’s credit grade point average (GPA).
c. Credit received by non-credit course completion may be used to fulfill certificate, diploma and degree requirements. Credit received by non-credit course completion may also be used to satisfy the credit residency requirement for any certificate, diploma or degree.
d. Acceptance of non-credit coursework does not guarantee admission to the College or an academic program. The student must submit an application and meet all requirements for admission in order to register for credit courses.
e. There is no fee to award credit for non-credit NICC coursework.

For further information, refer to www.nicc.edu/transfer.

**CREDIT FOR LEARNING FROM BUSINESS, INDUSTRY & TRAINING ENTITIES**

a. Learning experiences offered by a postsecondary institution, business entity or professional industry training entity may include credit bearing courses, certifications, non-credit bearing classes, workshops and planned experiential learning events.
b. The review of credentials is done on an individualized basis by the academic dean and program faculty who will determine applicability to program requirements.
c. Guidelines established by the American Council on Education (ACE) assist the College in PLA; ACE is an organization that works with companies and labor unions to evaluate internal training courses for college credit.
d. There is no fee for credit for sponsored learning.
e. These courses are not computer in the students GPA.

For further information, refer to www.nicc.edu/transfer.

**NATIONAL RECOGNIZED PROFICIENCY EXAMINATIONS**

Standardized examinations are a means of recognizing subject area knowledge and mastery of established content. Credit is awarded through the successful completion of these examinations.

a. There is no fee to award credit for proficiency examinations.
Standardized examinations recognized by the College include:

i. Advanced Placement (AP) Exams: Exams taken in high school to evidence superior student achievement.

ii. College Level Examination Program (CLEP): The CLEP program is a means of recognizing informal education experience through successful examination on post-secondary content area. Two forms of the CLEP exams are available: the General examination, which measures college-level achievement in general education areas usually covered in the first two years of college, and the Subject Examination, which measures achievement in specific college courses.

iii. Defense Activity for Non-Traditional Education Support "DDST" or “DANTES Subject Standardized Tests**: These tests, originally created for military personnel to evidence learning, are now also open to the general public.

iv. Excelsior Examinations, New York Foreign Language Proficiency “UExcel Exams” or “NYUFLP”.

v. Other exams: Student scores on other nationally recognized examinations will be reviewed on an individual basis.

For further information, refer to www.nicc.edu/transfer.

COURSE EXAMINATIONS DESIGNED BY NICC FACULTY

College faculty, following guidelines established by the vice president of academic affairs, may offer cumulative examinations for students to pass out of program courses. Opportunities for these examinations are at the discretion of the academic dean.

a. The minimum performance level for earned credit will be equal to a “C” grade or higher.

b. Students seeking credit by examination must do so prior to or during the first week of the semester in which they request to have the credit transcripted.

c. Credit by examination will be recorded on the NICC academic transcript with the grading symbol “T”. The course information will also be noted on the transcript.

d. Students are required to pay 50 percent course tuition and full fees for credit granted by course examination.

For further information, refer to www.nicc.edu/transfer.

CREDIT FOR MILITARY EXPERIENCE

Credit may be granted to veterans for educational experiences completed in the Armed Forces of the United States or for college work completed through the United States Armed Forces Institute. Credit may also be accepted from other institutions participating in the Servicemen’s Opportunity College “SOC”. Credit may be awarded for successful completion of technical or specialized training attended while on active duty to the extent that it is applicable to program content. Students are required to provide an official military transcript (AARTS or SMART) to the College. The College considers the recommendations for Credit in the Guide to the Evaluation of Educational Experiences in the Armed Services of the Office of Education Credit of the American Council on Education.

a. There is no fee to award credit for military experience.

For further information, refer to www.nicc.edu/transfer.

CREDIT FOR LIFE EXPERIENCE (PORTFOLIO/ SKILLS ASSESSMENT)

Students who are able to demonstrate skills and achievements through their life experience (e.g. employment, volunteerism) prior to enrollment in a given course may be eligible for credit for life experience. Through the development of a portfolio, students must demonstrate they have met a minimum of 80 percent of the course objectives and units of instruction for which they are seeking credit. The portfolio must evidence knowledge that can be supported through the demonstration of competence, written or oral examination and documentation from a current or past employer. The review and evaluation of student achievement will be conducted by a faculty member familiar with the discipline in which the student is seeking credit.

a. Credit for life experience is at the discretion of each individual department and limited to the courses within that department.

b. Students must submit a separate portfolio for each course he/she is seeking credit. Before submitting your portfolio, it is recommended that you make a copy for your files in the unlikely event that it may be lost during shipment. Include the evaluation fee of $50 (nonrefundable) per portfolio with your packet and mail or deliver to the Dean of your program.

c. General education courses and any course in which a CLEP exam is offered are not eligible for credit for life experience.

d. Portfolio credits are not accepted from another postsecondary institution.

e. There is a limit of 18 credits for portfolio completion.

f. When credit is granted, an invoice will be sent indicating $50 per credit granted, minus the portfolio review fee. For example, if you are awarded credit for a three-credit course, the balance due will be $100 ($150 minus $50 paid when the portfolio was submitted). Fees are due within 90 days of assessment and before credit will be recorded on your transcript.

g. Credit for Life Experience will be recorded on the NICC academic transcript with the grading symbol “L”. And the grade will not be computed in the students GPA.

For further information, refer to www.nicc.edu/transfer.

PLACEMENT AND COURSE PREREQUISITES

To promote student success in academic coursework, Northeast Iowa Community College (NICC) places students in courses according to an evaluation of standardized test scores (i.e. ACT®, ACCUPLACER®, ACT Compass®, ALEKS®, etc.) and academic indicators such as high school GPA and past college credits earned. As a result, some students are required to take co/prerequisite courses that help develop the necessary skills to succeed in college course work.
Students will be dropped from a course if they have not met the prerequisite. The student will be notified of this action as it may impact his or her financial aid, tuition and program length. Course prerequisites and co-requisites are listed in the College Catalog under Course Descriptions, on Educational Plans or online when searching for courses. Questions regarding a course prerequisite should be directed to an advisor or the appropriate department dean.

CHANGE OF ACADEMIC PROGRAM
Students may request a change in academic program at any time, but changes may not become effective until the beginning of the next semester. Students wishing to change their academic program must complete a Program Intent form in the Academic Advising Office. Students should recognize that a change in academic program may affect the length of their program and their financial aid.

GRADING SYSTEM
Northeast Iowa Community College (NICC) uses the four point grading system. Letter grades are assigned to represent levels of accomplishment. Credit for graduation is granted for the following grades: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, L, P and T. In programs that have a minimum C- policy for all courses, credit is earned for A, A-, B+, B, B-, C+, C, C-, D+, D, D-, L, P and T. In programs that have a minimum C- policy for all courses, credit for a D grade is not given. Instructors have the option of assigning plus/minus grades, minus grading. A "C -" grade satisfies minimum requirements remaining for resolving it and the date by which it must be completed, not to exceed midterm of the following semester. The instructor then enters an "I" as the final grade and submits the Incomplete Contract Agreement to the Registrar. If an "I" grade is not recorded as the final grade and the Incomplete Contract Agreement is not submitted, the department dean will assign a grade of "F" for that student.

Students who have completed nine or more credit hours and achieved a 3.5 or better GPA in any semester are honored by being named to the Dean's List. This list is submitted to area newspapers for publication each semester. Incomplete Contract Agreement because of ill health or other special circumstances beyond the students' control prevent completion of the course. It is not used to give a failing student an opportunity to re-do unsatisfactory work or to allow more time to complete the work when the reasons for the delay have been within the student's control. In general, failing the final exam or project or not submitting coursework as a result of inadequate preparation or learning are not valid excuses.

To qualify for an "I" grade, the student will need to sign an Incomplete Contract agreement with the instructor which documents the reason for the "I," the requirements remaining for resolving it and the date by which it must be completed, not to exceed midterm of the following semester. The instructor then enters an "I" as the final grade and submits the Incomplete Contract Agreement to the Registrar. If an "I" grade is not recorded as the final grade and the Incomplete Contract Agreement is not submitted, the department dean will assign a grade of "F" for that student.

If the student is not available at the end of the term to sign the Incomplete Contract Agreement because of ill health or other reasons, the instructor may assign an incomplete mark and submit the form without the student's signature. The Registrar's Office will mail a copy of the form to the student. The student has until the date designated on the contract or no later than midterm of the following semester to complete the requirements. If the student has not contacted the instructor by the designated date to resolve the incomplete mark as set forth in the Incomplete Contract Agreement, the mark of "I" will automatically change to a grade of "F."
When a student completes the requirements specified on the Incomplete Contract Agreement, the instructor submits the appropriate grade on a Grade Change Form to the Registrar’s Office. A final course grade, once submitted to the Registrar, may not be changed to an incomplete (I) except to correct an error at the request of the instructor and with the approval of the instructor’s department dean. The instructor should send a Grade Change Form reporting the change and an Incomplete Contract Agreement to the appropriate dean who will forward them to the Registrar if the change is approved.

If a student completes an Incomplete Contract Agreement for a course that serves as a prerequisite for an advanced level course, they will not be allowed to enroll in the advanced course until the incomplete grade is resolved.

NONCREDIT (AUDIT) POLICY

The audit option provides students the opportunity to attend a class as a non-credit participant, usually as a listener-observer. This alternative may have value for students who want an introduction to a subject outside their major field, a review or refresher in a subject or for other purposes where credit and grade are not needed or would pose an unnecessary academic threat. Students will have the option of completing assignments and taking examinations.

Audit enrollment carries no credit or grade point value, and said status will be recorded on the student’s transcript as an “N.” No inference is made about the quality of a student’s mastery of the course subject matter.

A 50 percent reduction in the standard tuition rate is available to students who elect noncredit (audit) status prior to the beginning of the term. Course fees and other charges are not reduced for audit status. Students wishing to change to noncredit (audit) status after the beginning of a semester will pay full tuition and must make this change by three-fourths of the way through the course on a Withdrawal/Audit form in the Student Services Office.

Caution is advised in the use of an audit as the course must be repeated for a letter grade if credit is desired at a later date. An audited course cannot be changed to a graded course once the semester has started.

Refunds for audited courses will be subject to the standard college refund policy. The reduced audit rate will not apply to course fees, lab courses, on-the-job training courses or courses within health programs that have a clinical component.

COURSE FINAL GRADE APPEAL PROCESS

The assessment of the quality of a student’s academic performance is one of the major professional responsibilities of College faculty members and is solely and properly their responsibility. It is essential for the standards of the academic programs at NICC and the integrity of the certificates, diplomas and degrees conferred that the professional judgments of faculty members not be subject to pressures or other interference from any source.

It is necessary, however, that any term grade be based on evidence of the student’s performance in a course, that the student have access to the evidence, that the instructor be willing to explain and interpret the evidence to the student and that a grade be determined in accordance with announced guidelines.

At any time, a student may seek the assistance of a College counselor regarding the procedure in appealing alleged capricious grades or the merits of a particular case. Capricious grading is limited to one or more of the following:

• The assignment of a grade to a particular student on some basis other than performance.
• The assignment of a grade to a particular student by more exacting or demanding standards than were applied to other students.
• The assignment of a grade which represents a substantial departure from the instructor’s written standards given to the student at the beginning of the course.

During the term, grading concerns will be dealt with according to departmental guidelines. Student appeals for a course final grade change must be initiated within forty-five (45) business days following the entry of the grade for the course in which the grade was assigned. A copy of the Final Grade Appeal Policy and form can be obtained from the Registrar’s Office.

REPEATING COURSES

Students may wish to repeat a previously taken course. A student who wishes to repeat an NICC course to improve the grade will need to repeat the same course at NICC. Both courses will be shown on the permanent transcript. The original grade will have <R designated next to it. A student may not repeat the course and then choose the better of the two grades. Only the most recent course will be computed in the cumulative grade point average.

NEW START POLICY

The New Start Policy is intended for students who change to a new program of study after receiving unsatisfactory grades in a previous program (cumulative GPA below 2.0) at NICC. To be eligible for New Start consideration, these requirements must be met:

1. Students must not have been enrolled at NICC for three consecutive terms;
2. Students must be enrolled in a new program of study, regardless of whether it is arts and sciences or career and technical;
3. Students must not have graduated from any program at NICC;
4. Student must currently be enrolled and have successfully completed 12 semester hours (that impact GPA) in the new academic program with a cumulative major GPA or 2.50 or better; and
5. Students must not have successfully completed any high school/dual credit coursework.

Students should begin the process by discussing their option to apply for a New Start with their advisor. If a student determines they would like to proceed to petition for a New Start, they will need to request a “New Start Petition” through the Registrar’s Office.

If a student is granted a New Start, the following six conditions will apply:

www.nicc.edu/catalog
1. The New Start policy is a one-time-only option, and once granted, the New Start may not be rescinded.

2. A New Start may only be applied to academic terms completed prior to the student’s extended absence.

3. All academic work taken prior to the student’s enrollment in the new program will be removed from the student’s GPA calculation and degree requirements.

4. Courses are not removed from the transcript by a New Start. If a New Start is approved, all courses in the approved term(s) will receive a grade symbol “O.” The approved term(s) will be any courses taken during terms prior to the student enrolling in new program. Grades earned for the term(s) specified in the request will not be included in the calculation of the student’s cumulative grade point average.

5. Students will not be able to use any course with a grade symbol of “O” to meet graduation requirements.

6. This is an NICC policy only. Students will need to check with their transfer institution regarding cumulative GPA computation policies for incoming students. Please note that courses with an “O” grade may not be transferable to another institution.

STUDENT CONCERNS

The College stance is that it is efficient to have issues resolved at the lowest level possible. Students are encouraged to make an informal inquiry to an instructor, advisor or assigned dean/director as soon as possible following the event that gave rise to the complaint. Staff, visitors, community members or other individuals are encouraged to make informal inquiries to the designated staff person with assigned responsibility in the area of concern as soon as possible to reach a resolution. When resolution is not reached or not practical though informal inquiry, the steps of the formal complaint process are followed. Formal complaints are required in writing and are submitted to the Associate Vice President of Operations. The Associate Vice President of Operations Office will route the complaint to the appropriate college representative for resolution.

DISHONESTY AND CHEATING

Academic dishonesty will not be tolerated in any course at NICC. Plagiarism and other forms of cheating are examples of such dishonesty and will result in serious consequences.

Plagiarism includes, but is not limited to, the following:
- Use direct quotes without quotation marks and textual citation of the material;
- Paraphrase without crediting the source;
- Present another’s ideas as their own without citing the source;
- Submit material developed by someone else as their own (this includes purchasing or borrowing a paper or copying a disk);

Cheating includes, but is not limited to, the following:
- Copy someone else’s exam or homework;
- Purposefully allow another student to copy their work or submit work they have written as their own;
- Refer to a text, notes or other material during an exam without authorization to do so;
- Submit a paper or assignment for which so much help has been received that the writing is significantly different from his/her own;
- Possess a test copy and/or test answers without authorization;
- Pass test answers to another student before, during or after a test.

A copy of the disciplinary action and appeal process may be obtained from the Deans Office.

CLASSROOM VISITS AND FIELD TRIPS

Any student or visitor not registered in a class without the advanced, express permission of the department dean. If the department dean is not available, the student or visitor should contact the Associate Vice President of Operations Office for further information. Children should not be brought to class or left unattended at any time in a classroom, at clinical sites or on College property.

Field trips are frequently scheduled in an effort to provide educational experiences unavailable in the program setting. Travel costs and responsibility for payment are determined on a trip by trip basis by the supervisors in related areas. Students participating in a field trip are required to abide by the Student Conduct Code and College requirements for documentation.

TRANSCRIPTS

A permanent academic record is prepared for every registered student. The record is maintained in the Registrar’s Office and administered in accordance with the Family Education Rights and Privacy Act of 1974. Records are confidential, and transcripts will be issued only upon written request by the student or former student. Transcript requests may be made at www.nicc.edu/transcript, by email or by fax. Transcripts given or mailed to the student are considered unofficial and will be stamped with “Issued to Student.” Transcripts will not be issued until all financial and other obligations with the College have been met. Transcripts from high schools and other colleges or universities that have been sent to NICC for student files cannot be copied.

Any requests for more than five transcripts at one time are subject to a $5 fee per transcript. Requests will be honored as quickly as possible in order of receipt. However, expect some delay during peak periods (i.e., registration and end of semester).

STUDENT RECORD RETENTION POLICY

NICC retains the official academic record (transcript) of enrollment and credits earned in perpetuity after a student’s last enrollment. Students who believe an inaccuracy exists in their official academic record (transcript) must notify the Registrar’s Office within 45 days of the start of the next term or following graduation. After 45 days, a written appeal
must be submitted to the appropriate dean. The official academic transcript is regarded as the final record of academic accomplishment, and in no event can a grade be appealed after six months.

POLICY ON STUDENT NAMES
The name on a student record should be the student’s complete and legal name. Students may change their name or other demographic information on record at NICC (address, phone number, email address, emergency contact) by submitting a Personal Information Change Form or via a written request to the college.

In the case of a first name change or first and last name change request, NICC reserves the right to require appropriate documentation, as warranted. Documentation must include a court approved name change document in addition to one of the following: social security card, driver’s license, birth certificate, adoption papers, marriage certificate, citizenship papers or other appropriate records.

GRADUATION REQUIREMENTS
The requirements for graduation at NICC are those specified in the College catalog at the time a student declares a major at the College. However, any student may elect to meet the requirements stated in any later catalog. Students who do not complete requirements for their major within four years will be subject to the current catalog or any preceding catalog within four years. Students not enrolled for two consecutive semesters or more will be subject to the current catalog requirements. Students changing or adding majors will be subject to the catalog in effect at the time of change.

Full requirements of the chosen major must be met; adjustments will be made in instances where requirements have changed and courses are no longer available. When a student has completed higher level coursework than required for their program, those courses may be used at the discretion of the Registrar to fulfill program requirements. Students may consult an advisor with questions about how courses they have completed fulfill degree requirements or how courses they plan to take will apply to their degree requirements.

Students should be aware that course prerequisites and/or the need for developmental work in English, mathematics or reading may extend the time necessary for completion of NICC degrees, diplomas or certificates. Demonstrated computer literacy is a requirement for graduation.

STUDENTS ARE ELIGIBLE TO GRADUATE WHEN THEY HAVE FULFILLED THESE REQUIREMENTS:

1. Completed all of the program requirements.
2. Maintained a 2.0 or better cumulative GPA within that program.
3. Completed all required courses with a passing grade. (Certain programs require a minimum grade of C- in some or all courses)
4. Paid all fees and other financial obligations to NICC.
5. Returned all library materials.
6. Filed a Graduation Application by the posted deadline.

APPLICATION FOR GRADUATION
Students who plan to receive a degree, diploma or certificate must file a Graduation Application with the Registrar by the posted deadline.

Final grade checks will be made after the end of the term, and awards will be sent to all successful graduates by mail to the address listed on the graduation application. If graduation requirements are not met, the student will be notified and required to reapply for graduation.

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 the requirements for graduation rests with the student.

COMMENCEMENT
Commencement ceremonies are held in May each year. Participation in commencement is voluntary for students who have filed a Graduation Application with the Registrar. Participation does not guarantee that the student will officially graduate. Students eligible for participation in commencement are those within eight credit hours of earning their degree or who are registered in their last semester of a program sequence. Students who are more than eight credit hours away from completion of their program or who are not in the last semester of a program sequence must petition the Registrar’s Office for permission to participate in commencement. Students who wish to have their names listed in the commencement program must submit their graduation application by the posted deadline. The commencement program will include the student’s name, program of study, degree earned and honors designations based on a 3.50 cumulative GPA at the end of the previous semester.

REISSUE OF DIPLOMA
Graduates may request a diploma be reissued when a sufficient reason is shown. The Request for Reissue of Diploma form must be completed and submitted to the Registrar’s Office with the required $25 fee. The replacement diploma will bear the signatures of current College officials with a “Reissued” notation.

TRANSFER OF CREDITS
TRANSFER OF NICC CREDIT TO OTHER COLLEGES AND UNIVERSITIES
Students considering transfer to another college or university should contact that institution’s Registrar early in his/her course of study at NICC. Transferability of credit earned in any course at NICC is determined by the college to which the student is transferring.

Transfer preparation should include the following:

1. Decide on a major field of study. For assistance, contact an academic advisor, NICC counselor, dean or faculty member.
2. Identify colleges that offer your major field, study their catalogs, log onto their websites and visit with their college representatives (some college representatives visit NICC campuses throughout the year). Discuss
FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

The Family Education Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights belong to any student who is or has been in attendance at Northeast Iowa Community College (NICC). Attendance is defined as physically attending and/or participating in any NICC course. These rights include:

1. The right to inspect and review the student’s education records within 45 days of the day the college receives a request for access. Students should submit written requests to the Registrar that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, the Registrar will advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College registrar, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA.

The College also advises students that:

1. The College may deny access to the following classes of records: financial information submitted by parents; confidential letters or recommendations to which the student has waived rights of inspection; private records of instructors, counselors or administrators kept in their own use; alumni records which contain only directory information and information collected after the student has left the college; and medical, psychiatric, psychological or similar records.

2. The College may disclose educational records without consent of students to the following:
   • Personnel within the College who maintain educational records and those with a legitimate educational interest, including faculty or staff who deal with the student and carry out education studies and employees designated by them to assist in these tasks. NICC defines “legitimate educational interest” as “needs the record(s) to carry out employment responsibilities.” Therefore, any College employee or person acting on behalf of the College may have access to student records without the student’s written consent if that person needs the access to carry out his/her employment responsibilities;
   • Officials of other colleges or universities in which the student seeks to enroll, with a notice of the disclosure being sent to the student’s last known address;
   • Organizations conducting studies approved by the college having educational value or concerning financial aid;
   • Accrediting organizations approved by the college carrying out their accrediting functions;
   • Persons in compliance with a judicial order or a lawfully issued subpoena within a reasonable period of time after the notice of the disclosure has been sent to the last known address of the student, unless the terms of the subpoena forbid advance notification;
   • Persons in an emergency if, in the judgment of an official in charge of the records, knowledge of the information is necessary to protect the health or safety of the student or other person.

3. The College may disclose, without the written consent of the student, “directory” type information unless the student specifies to the contrary as described below. Directory information includes: student name, address, email address, phone number, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (e.g. full-time or part-time, number of credits), participation in officially recognized activities and sports with height and/or weight of team members, current membership in clubs, degrees, honors and awards.
received, academic honor roll, high school and other colleges attended, and the most recent educational agency or institution attended.

4. Students may refuse of disclosure directory information by filling out the appropriate form in the Registrar’s Office within ten calendar days of the beginning of the semester in which enrollment occurs. If the Order to Prevent Disclosure of Directory Information is filled out any time after this ten-day period, the College cannot guarantee that information was not released prior to the non-disclosure request. Students may either choose individual categories or have everything withheld. The request for withholding will remain in effect until the student rescinds it in writing.

5. When personally identifiable information other than directory information is released, a notice will be given that the recipients are not permitted to disclose the information to unauthorized persons without written consent of the student. College personnel will be informed annually of this restriction and their responsibilities under this Act so that individual notices will not be required.

FERPA rights cease upon death. However, it is the policy of Northeast Iowa Community College that no records of deceased students be released for a period of 25 years after the date of death unless specifically authorized by the executor of the estate of the deceased or by the next of kin.
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*Always contact your advisor for the most accurate, up-to-date program information.

student driven...community focused
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<td>ENG.105</td>
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<td>ENG.106</td>
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<td>ENG.108</td>
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<td>Two-Dimensional Design</td>
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<td>POL.111</td>
<td>American National Government</td>
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<td>Developmental Psychology</td>
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<td>PSY.222</td>
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<td>PSY.241</td>
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<td>PSY.251</td>
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<td>SOC.120</td>
<td>Marriage and the Family</td>
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<td>SOC.209</td>
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</tbody>
</table>

**Calmar Campus: 800.728.2256 • Peosta Campus: 800.728.7367**
PROGRAMS OF STUDY

TRANSFER DEGREES:

ASSOCIATE OF ARTS - AA

Campus Location: Calmar, Peosta, Dubuque, Online

Program Entry: Enrollment may occur during any term

Award: Associate of Arts degree

Refer to the “Degree and Diploma Requirements” section of this catalog, page 54.

Enrollment Process: See page 22 under Enrollment Process

ASSOCIATE OF SCIENCE - AS

Campus Location: Calmar, Peosta, Dubuque, Online

Program Entry: Enrollment may occur during any term

Award: Associate of Science degree

Refer to the “Degree and Diploma Requirements” section of this catalog, page 54.

Enrollment Process: See page 22 under Enrollment Process

NON-TRANSFER DEGREE:

ASSOCIATE OF GENERAL STUDIES - AGS

Campus Location: Calmar, Peosta

Program Entry: Enrollment may occur during any term

Award: Associate of General Studies degree

Refer to the “Degree and Diploma Requirements” section of this catalog, page 54.

DEGREE PROGRAMS AND CERTIFICATES OF STUDY:

ACCOUNTING CLERK

Campus Location: Online

Program Entry: Enrollment may occur during any term. Fall term is the start of the program course sequence.

Award: Diploma

Description: Every successful business must have systematic and up-to-date records of its financial affairs. Maintaining those records is the job of the bookkeeper/accountant who records day-to-day business transactions in journals and ledgers. Employers may also periodically balance accounts and prepare statements for administrative officers showing such things as accounts receivable, accounts payable and profit and loss. They may also prepare state and federal tax returns. This program is designed to prepare you for employment as an accounting clerk, bookkeeper or payroll clerk. You will receive not only conceptual training, but actual “hands-on” training that will provide you with the important abilities needed for success. You will receive not only conceptual training, but actual “hands-on” training providing you with the important abilities needed for success.

Enrollment Process: See page 22 under Enrollment Process

Minimum Credits: 32

ACCOUNTING SPECIALIST

Campus Location: Calmar, Peosta

Program Entry: Enrollment may occur during any term. Fall term is the start of the program course sequence.

Award: Associate of Applied Science degree

Description: This program is designed to prepare you for employment opportunities in the accounting field. Upon completion of the program, you should be prepared to enter business in the areas of cost accounting, general accounting and many other specialized areas of financial reporting. You will study professional and ethical behavioral case studies for business and will attain the oral and written communication skills necessary for success. Technical courses in accounting, income tax and payroll with commercial software will allow you to seek advanced placement in accounting departments. Requirements include accounting principles and practice in addition to general and occupational information.

Employment opportunities are currently found in small businesses, governmental agencies, manufacturing industries, legal and accounting firms, insurance offices and agribusiness firms.

Enrollment Process: See page 22 under Enrollment Process

Minimum Credits: 67

Course Sequence

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<tr>
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<td>BUS:103</td>
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<td>ENG:105</td>
<td>Composition I</td>
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<td>*SDV:179</td>
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<tr>
<td>SDV:135</td>
<td>Job Seeking Skills</td>
<td>1.0</td>
</tr>
</tbody>
</table>

*This Diploma program requires a minimum of 30 credits (excluding Developmental courses). Three of these hours can include SDV:179 The College Experience. If The College Experience course is waived or transfers in for less than three credits, an elective is required.

www.nicc.edu/catalog 73
### Accounting Specialist Course Sequence Continued

#### Spring
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC:156 Managerial Accounting</td>
<td>4.0</td>
</tr>
<tr>
<td>ACC:161 Payroll Accounting</td>
<td>3.0</td>
</tr>
<tr>
<td>ACC:312 Computer Accounting</td>
<td>4.0</td>
</tr>
<tr>
<td>MAT:102 Intermediate Algebra OR higher-level Math</td>
<td>4.0</td>
</tr>
<tr>
<td>SPC:112 Public Speaking</td>
<td>3.0</td>
</tr>
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</table>

#### Fall
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC:231 Intermediate Accounting I</td>
<td>4.0</td>
</tr>
<tr>
<td>ACC:265 Income Tax Accounting</td>
<td>4.0</td>
</tr>
<tr>
<td>ECN:120 Principles of Macroeconomics</td>
<td>3.0</td>
</tr>
<tr>
<td>MAT:156 Statistics</td>
<td>3.0</td>
</tr>
<tr>
<td>MGT:102 Principles of Management</td>
<td>4.0</td>
</tr>
</tbody>
</table>

#### Spring
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC:222 Cost Accounting</td>
<td>4.0</td>
</tr>
<tr>
<td>ACC:232 Intermediate Accounting II</td>
<td>4.0</td>
</tr>
<tr>
<td>ACC:491 Accounting Capstone OR Coop Career Experience III</td>
<td>3.0</td>
</tr>
<tr>
<td>SDV:224 Business Law I</td>
<td>3.0</td>
</tr>
<tr>
<td>SDV:135 Job Seeking Skills</td>
<td>1.0</td>
</tr>
</tbody>
</table>

### ADMINISTRATIVE OFFICE ASSOCIATE

**Campus Location:** Calmar, Peosta, Dubuque

**Program Entry:** Enrollment may occur during any term. Fall term is the start of the program course sequence

**Award:** Diploma

**Description:** The office assistant plays an important role in the operation of a successful business and often holds positions involving considerable responsibility.

Duties include organizing the office, typing, handling correspondence, sorting mail, filing, answering the telephone, greeting customers, operating a variety of office machines, making travel arrangements, scheduling appointments and maintaining records. The office assistant is able to interpret the needs of the employer, maintain poise and friendliness and apply good human relation skills at all times.

Employment opportunities include secretary, clerk, receptionist, record keeper or information processor.

**Enrollment Process:** See page 22 under Enrollment Process. Applicants to this program do not need to complete the ALEKS® math assessment.

**Minimum Credits:** 38

**Course Sequence**

#### Fall
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADM:116 Keyboarding II</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM:162 Office Procedures</td>
<td>3.0</td>
</tr>
<tr>
<td>BCA:212 Intro to Computer Business Applications</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS:103 Intro to Business</td>
<td>4.0</td>
</tr>
</tbody>
</table>

#### Summer

* This Diploma program requires a minimum of 6 credits of general education electives (excluding Developmental courses) from Communication, Humanities, Math, Science or Social Science. Three of these hours can include SDV:179 The College Experience. If The College Experience course is waived or transfers in for less than three credits, an additional general education elective is required.

### ADMINISTRATIVE OFFICE MANAGEMENT

**Campus Location:** Calmar, Peosta, Dubuque

**Program Entry:** Enrollment may occur during any term. Fall term is the start of the program course sequence

**Award:** Associate of Applied Science degree

**Description:** The administrative office manager has a well-rounded background in all areas of office management. This program includes upper-level courses in management, law, computers and accounting, as well as coursework in human relations and business communication.

An administrative office manager plays a major role in the success of every business; the position is key to supporting any management function.

**Enrollment Process:** See page 22 under Enrollment Process.

**Minimum Credits:** 65

**Course Sequence**

#### Fall
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADM:116 Keyboarding II</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM:162 Office Procedures</td>
<td>3.0</td>
</tr>
<tr>
<td>BCA:212 Intro to Computer Business Applications</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS:103 Intro to Business</td>
<td>4.0</td>
</tr>
<tr>
<td>COM:723 Workplace Communications</td>
<td>3.0</td>
</tr>
<tr>
<td>*SDV:179 The College Experience</td>
<td>3.0</td>
</tr>
</tbody>
</table>

#### Spring
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADM:119 Keyboarding III</td>
<td>3.0</td>
</tr>
<tr>
<td>ADM:181 Records and Database Management</td>
<td>3.0</td>
</tr>
<tr>
<td>BCA:213 Intermediate Computer Business Applications</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS:121 Business Communications</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS:204 Professionalism in the Workplace</td>
<td>3.0</td>
</tr>
</tbody>
</table>
### PROGRAMS OF STUDY

#### AGRICULTURE BUSINESS

**Campus Location** Calmar, Online  
**Program Entry** Enrollment may occur during any term. Fall term is the start of the program course sequencer  
**Award** Associate of Applied Science degree  
**Description** Agriculture is becoming a highly specialized and technical industry. As a result, the demand for trained, enthusiastic people greatly exceeds supply. The Agriculture Business program provides you with a diverse technical, agricultural background with a combination of classroom theory and hands-on training. You develop technical agricultural skills necessary in an agribusiness, as well as skills in communications, human relations, management and sales. Internships are an integral part of the program of study. With the increased technology and regulation in agribusiness, there is a high demand for qualified graduates.

You can specialize in the areas of Agriculture Finance, Agriculture Office Technician, Agronomy Custom Application, Crop Advisor and Precision Agriculture.

**Enrollment Process** See page 22 under Enrollment Process.  
**Minimum Credits** 68

#### Fall
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGA:114</td>
<td>3.0</td>
</tr>
<tr>
<td>AGB:330</td>
<td>3.0</td>
</tr>
<tr>
<td>AGS:101</td>
<td>2.0</td>
</tr>
<tr>
<td>AGS:114</td>
<td>2.0</td>
</tr>
<tr>
<td>GIS:111</td>
<td>3.0</td>
</tr>
<tr>
<td>*SDV:179</td>
<td>3.0</td>
</tr>
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#### Spring
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AGA:212</td>
<td>4.0</td>
</tr>
<tr>
<td>AGB:336</td>
<td>4.0</td>
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<tr>
<td>MKT:102</td>
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<tr>
<td>MKT:183</td>
<td>3.0</td>
</tr>
</tbody>
</table>

*This Associate of Applied Science degree program requires a minimum of 15 credits of transfer-level general education electives from Communication, Humanities, Math, Science or Social Science. Three of these hours can include SDV:179 The College Experience. If The College Experience course is waived or transfers in for less than three credits, an additional general education elective is required.

**Electives:**
- ACC, ADM, AGA, AGC, AGR, AGM, AGP, AGS, AGV, BCA, BIO, BUS, CAD, CIS, ECN, ENG, FIN, FLS, GIS, HIS, MAT, MGT, MKT, PHI, PSY, SDV, WEL
- Science Electives: Transfer-level BIO, CHM, ENV, PHS, PHY

**Articulation** can be achieved by successfully passing an NICC Agriculture Department proficiency exam and taking the following at your high school:
1. Crop Science  
2. Farm Management  
3. Animal Science

---
AGRICULTURE FINANCE

**Campus Location**: Calmar

**Program Entry**: Enrollment may occur during any term. Fall term is the start of the program course sequence

**Award**: Associate of Applied Science degree

**Description**: In the next five to 10 years, there will be a large number of agriculture finance officers retiring. This program has been developed at the request of the banking industry to meet the upcoming needs of that high-demand area. The program has been created as a partnership between the NICC Business and Agriculture Departments and includes courses in the business skills needed for a bank or finance officer and gives students the background knowledge in agriculture needed for that unique area of the industry. The degree is also designed to easily transfer into a bachelor's degree for students and for banks that desire their employees to have bachelor's degrees.

**Minimum Credits**: 66

<table>
<thead>
<tr>
<th>Course Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>AGA:114</td>
</tr>
<tr>
<td>AGB:330</td>
</tr>
<tr>
<td>FIN:101</td>
</tr>
<tr>
<td>FIN:122</td>
</tr>
<tr>
<td>SDV:179</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>AGB:235</td>
</tr>
<tr>
<td>AGB:333</td>
</tr>
<tr>
<td>BCA:212</td>
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<tr>
<td>FIN:170</td>
</tr>
<tr>
<td>PSY:112</td>
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<tr>
<td>SPC:112</td>
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</table>

<table>
<thead>
<tr>
<th>Course Sequence</th>
</tr>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>ACC:152</td>
</tr>
<tr>
<td>AGB:466</td>
</tr>
<tr>
<td>AGS:114</td>
</tr>
<tr>
<td>ECN:120</td>
</tr>
<tr>
<td>ENG:105</td>
</tr>
<tr>
<td>FIN:114</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>AGB:245</td>
</tr>
<tr>
<td>AGB:336</td>
</tr>
<tr>
<td>BUS:185</td>
</tr>
<tr>
<td>ECN:130</td>
</tr>
<tr>
<td>* Math Elective</td>
</tr>
</tbody>
</table>

**Electives**: Math Electives: MAT:120, MAT:140, MAT:156

**Articulation** can be achieved by successfully passing an NICC Agriculture Department proficiency exam and taking the following at your high school:

1 Crop Science
2 Farm Management
3 Animal Science

AGRICULTURE FINANCE: AG. BUSINESS

**Campus Location**: Calmar

**Program Entry**: Enrollment may occur during any term. Fall term is the start of the program course sequence

**Award**: Certificate

**Description**: The specialized needs in agriculture credit and financing have created a need for specific training in this area. The courses in this certificate develop skills to help individuals interested in the financing part of the agriculture industry. This certificate is designed to complement a two-year or four-year degree in agriculture business. Graduates with a degree and this certificate can pursue careers as bank agriculture finance officers or as credit managers in agriculture businesses.

**Enrollment Process**: See page 22 under Enrollment Process.

**Minimum Credits**: 21

<table>
<thead>
<tr>
<th>Course Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>ACC:152</td>
</tr>
<tr>
<td>AGB:330</td>
</tr>
<tr>
<td>AGB:336</td>
</tr>
<tr>
<td>AGB:466</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>AGB:235</td>
</tr>
<tr>
<td>AGB:245</td>
</tr>
<tr>
<td>AGB:333</td>
</tr>
</tbody>
</table>

1 **Articulation** can be achieved by successfully passing an NICC Agriculture Department proficiency exam and taking Farm Management at your high school.

AGRICULTURE OFFICE TECHNICIAN: AG. BUSINESS

**Campus Location**: Calmar

**Program Entry**: Enrollment may occur during any term. Fall term is the start of the program course sequence

**Award**: Certificate

**Description**: This certificate prepares graduates to enter the workforce with skills in office procedures, agriculture marketing and computers. Students learn how to efficiently manage an agriculture office in a production or business operation. The program is designed to enhance and advance individuals in office management in an agriculture career.

**Enrollment Process**: See page 22 under Enrollment Process.

**Minimum Credits**: 21

<table>
<thead>
<tr>
<th>Course Sequence</th>
</tr>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>ADM:105</td>
</tr>
<tr>
<td>ADM:116</td>
</tr>
<tr>
<td>ADM:162</td>
</tr>
<tr>
<td>CIS:197</td>
</tr>
<tr>
<td>GIS:111</td>
</tr>
</tbody>
</table>

* Accounting Elective | 3.0
PROGRAMS OF STUDY

AGRICULTURE PRODUCTION

Campus Location: Calmar

Program Entry: Enrollment may occur during any term. Fall term is the start of the program course sequence.

Award: Associate of Applied Science degree

Description: The Agriculture Production program trains people to work in the agriculture production industry. It provides the technical agricultural skills necessary in farming in today’s agriculture industry. During the first year, you have the option of specializing in several areas by taking specified electives. Included in the first year of study are eight weeks of internship experience in your area of specialty. This program allows for the flexibility to tailor the program to your own specific interests.


Minimum Credits: 64

Course Sequence

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGA:114</td>
<td>Principles of Agronomy</td>
<td>3.0</td>
</tr>
<tr>
<td>AGB:330</td>
<td>Farm Business Management</td>
<td>3.0</td>
</tr>
<tr>
<td>AGS:101</td>
<td>Working with Animals</td>
<td>2.0</td>
</tr>
<tr>
<td>AGS:114</td>
<td>Survey of the Animal Industry</td>
<td>2.0</td>
</tr>
<tr>
<td>GIS:111</td>
<td>Intro to Geographical Information Systems</td>
<td>3.0</td>
</tr>
<tr>
<td>*SDV:179</td>
<td>The College Experience</td>
<td>3.0</td>
</tr>
</tbody>
</table>

AGRONOMY CUSTOM APPLICATION: AG. BUSINESS

Campus Location: Calmar

Program Entry: Enrollment may occur during any term. Fall term is the start of the program course sequence.

Award: Certificate

Description: Agronomy custom application is currently the highest demand occupation in agriculture business. The new technologies in custom application equipment require highly trained and professional individuals. In addition to understanding how to operate the equipment, students need to recognize and analyze crop production problems. Much of the program is designed around the competencies required of the International Certified Crop Advisor program. Most of the courses for this certificate are available online, so you can work on them from your own location at your own pace.


Minimum Credits: 20

Course Sequence

<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGA:154</td>
<td>Fundamentals of Soil Science OR</td>
<td>3.0</td>
</tr>
<tr>
<td>AGS:319</td>
<td>Animal Nutrition</td>
<td>3.0</td>
</tr>
<tr>
<td>AGB:235</td>
<td>Intro to Agriculture Markets</td>
<td>3.0</td>
</tr>
<tr>
<td>AGB:333</td>
<td>Applied Farm Financial Management</td>
<td>2.0</td>
</tr>
<tr>
<td>AGC:802</td>
<td>Agriculture Production Internship I</td>
<td>2.0</td>
</tr>
<tr>
<td>AGS:226</td>
<td>Beef Cattle Science OR</td>
<td>3.0</td>
</tr>
<tr>
<td>AGS:335</td>
<td>Principles of Milk Production</td>
<td>3.0</td>
</tr>
<tr>
<td>COM:723</td>
<td>Workplace Communications</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGC:812</td>
<td>Agriculture Production Internship II</td>
<td>2.0</td>
</tr>
</tbody>
</table>
# PROGRAMS OF STUDY

## APPLIED AGRICULTURE STUDIES

**Campus Location:** Calmar  

**Program Entry:** Enrollment may occur during any term. Fall term is the start of the program course sequence  

**Award:** Diploma  

**Description:** This program is designed for students interested in an entry-level agriculture career. The courses emphasize hands-on learning. The education plan is outlined so students can complete the program in one year, although most students go through the program on a less aggressive schedule taking two to three years to complete the program. Students who complete this program and who wish to continue their studies to complete a full degree can have a seamless transition to the Agriculture Production AAS degree. 

**Enrollment Process:** See page 22 under Enrollment Process.  

**Minimum Credits:** 41.5  

### Course Sequence

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGA:114</td>
<td>Principles of Agronomy</td>
<td>3.0</td>
</tr>
<tr>
<td>AGS:101</td>
<td>Working with Animals</td>
<td>2.0</td>
</tr>
<tr>
<td>AGS:244</td>
<td>Survey of the Animal Industry</td>
<td>2.0</td>
</tr>
<tr>
<td>AGX:8xx</td>
<td>Agriculture Internship</td>
<td>2.0</td>
</tr>
<tr>
<td>BCA:212</td>
<td>Intro to Computer Business Applications OR</td>
<td>3.0</td>
</tr>
<tr>
<td>SDV:200</td>
<td>Intro to Computers</td>
<td>1.5</td>
</tr>
<tr>
<td>SDV:179</td>
<td>The College Experience</td>
<td>3.0</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGB:333</td>
<td>Applied Farm Financial Management</td>
<td>2.0</td>
</tr>
<tr>
<td>AGB:336</td>
<td>Agriculture Selling</td>
<td>3.0</td>
</tr>
<tr>
<td>AGS:334</td>
<td>Applied Reproductive Techniques</td>
<td>2.0</td>
</tr>
<tr>
<td>AGX:8xx</td>
<td>Agriculture Internship</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Articulation** can be achieved by successfully passing an NICC Agriculture Department proficiency exam and taking the following at your high school:  

1 Crop Science  

2 Animal Science

## APPLIED MANAGEMENT

**Campus Location:** Calmar, Peosta, Online  

**Program Entry:** Enrollment may occur during any term. Fall term is the start of the program course sequence  

**Award:** Associate of Applied Science degree  

**Description:** The Applied Management program provides you with the basic knowledge and skills in preparation for business/management-related positions in career and technical areas, along with knowledge and skills in accounting, marketing, management/supervision, economics and other basic areas of business and management. After graduation you are prepared to seek employment in entry-level management and supervisory positions. 

**Enrollment Process:** See page 22 under Enrollment Process.  

**Minimum Credits:** 47 of the NICC credits listed below and 28 career-technical credits from an accredited college. 

### Course Sequence

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC:152</td>
<td>Financial Accounting</td>
<td>4.0</td>
</tr>
<tr>
<td>BCA:212</td>
<td>Intro to Computer Business Applications OR</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS:103</td>
<td>Intro to Business</td>
<td>4.0</td>
</tr>
<tr>
<td>ECN:120</td>
<td>Principles of Microeconomics</td>
<td>3.0</td>
</tr>
<tr>
<td>MGT:102</td>
<td>Principles of Management</td>
<td>4.0</td>
</tr>
<tr>
<td>SDV:179</td>
<td>The College Experience</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC:156</td>
<td>Managerial Accounting</td>
<td>4.0</td>
</tr>
<tr>
<td>BUS:180</td>
<td>Business Ethics</td>
<td>3.0</td>
</tr>
<tr>
<td>ECN:130</td>
<td>Principles of Microeconomics</td>
<td>3.0</td>
</tr>
<tr>
<td>SPC:112</td>
<td>Public Speaking</td>
<td>3.0</td>
</tr>
<tr>
<td>MGT:170</td>
<td>Human Resources Management</td>
<td>3.0</td>
</tr>
<tr>
<td>MKT:110</td>
<td>Principles of Marketing</td>
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<table>
<thead>
<tr>
<th>Summer</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT:102</td>
<td>Intermediate Algebra</td>
<td>4.0</td>
</tr>
<tr>
<td>PSY:112</td>
<td>Psychology of Human Relations</td>
<td>3.0</td>
</tr>
</tbody>
</table>
AUTOMOTIVE MECHANICS

Campus Location: Peosta

Program Entry: Enrollment may occur during any term. Fall term is the start of the program course sequence

Award: Diploma

Description: In this age of rapidly changing technology, the automotive repair field demands personnel who are trained in the latest methods of diagnosis and repair. If you are mechanically inclined and willing to learn the necessary skills, you will find many opportunities in the automotive field. Instruction is provided in the basic skills as well as on modern, up-to-date diagnostic equipment.

After completing the necessary coursework, you should be prepared to take exams to receive certification by the National Institute for Automotive Service Excellence (ASE) in the following areas: automatic transmission/transaxle, brakes, electrical systems, engine performance, engine repair, heating and air conditioning, manual drive train and axles, suspension and steering.

Enrollment Process: See page 22 under Enrollment Process. Applicants to this program do not need to complete the ALEKS® math assessment.

Program Requirements: Prior to the completion of Term 1, students are required to provide their program faculty with a copy of their First Aid/CPR certificate.

Minimum Course Credits: 48

Course Sequence:

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUT102</td>
<td>Intro to Automotive Technology</td>
<td>1.0</td>
</tr>
<tr>
<td>AUT164</td>
<td>Automotive Engine Repair*</td>
<td>4.0</td>
</tr>
<tr>
<td>AUT503</td>
<td>Automotive Brake Systems*</td>
<td>3.0</td>
</tr>
<tr>
<td>AUT616</td>
<td>Automotive Electrical Systems*</td>
<td>6.0</td>
</tr>
<tr>
<td>MAT772</td>
<td>Applied Math</td>
<td>3.0</td>
</tr>
<tr>
<td>SDV179</td>
<td>The College Experience</td>
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</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUT204</td>
<td>Automotive Automatic Transmissions/Transaxles Service*</td>
<td>4.0</td>
</tr>
<tr>
<td>AUT248</td>
<td>Automotive Drive Trains*</td>
<td>4.5</td>
</tr>
<tr>
<td>AUT404</td>
<td>Automotive Suspension and Steering*</td>
<td>4.0</td>
</tr>
<tr>
<td>COM723</td>
<td>Workplace Communications</td>
<td>3.0</td>
</tr>
<tr>
<td>WEL330</td>
<td>Welding Fundamentals</td>
<td>1.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUT704</td>
<td>Automotive Heating and Air Conditioning*</td>
<td>4.0</td>
</tr>
<tr>
<td>AUT810</td>
<td>Automotive Engine Performance*</td>
<td>7.5</td>
</tr>
</tbody>
</table>

*Certification/Licensure: Completion of these courses prepares students to take an exam to receive ASE Certification.

AUTOMOTIVE TECHNOLOGY

Campus Location: Calmar

Program Entry: Enrollment may occur during any term. Fall term is the start of the program course sequence

Award: Associate of Applied Science degree

Description: The Automotive Technology program is accredited by NATEF and The National Institute for Automotive Service Excellence (ASE). There have been remarkable advances in technical design, construction and complexity of automobiles in the 21st century. New technologies to improve exhaust emissions, engine performance, fuel consumption and drivability have overwhelmed the job market with the need for highly-trained technicians.

After completing the necessary coursework, you should be prepared to take exams to receive certification by the National Institute for Automotive Service Excellence (ASE) in the following areas: automatic transmission/transaxle, brakes, electrical systems, engine performance, engine repair, heating and air conditioning, manual drive train and axles, suspension and steering.

Enrollment Process: See page 22 under Enrollment Process. Applicants to this program do not need to complete the ALEKS® math assessment.

Minimum Course Credits: 74

Course Sequence:

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUT102</td>
<td>Intro to Automotive Technology</td>
<td>1.0</td>
</tr>
<tr>
<td>AUT191</td>
<td>Automotive Metal Repair/Hybrid Vehicles Introduction</td>
<td>2.0</td>
</tr>
<tr>
<td>AUT505</td>
<td>Automotive Brake Systems</td>
<td>5.0</td>
</tr>
<tr>
<td>AUT641</td>
<td>Automotive Electrical and Ignition Systems</td>
<td>6.0</td>
</tr>
<tr>
<td>*SDV179</td>
<td>The College Experience</td>
<td>3.0</td>
</tr>
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<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>AUT192</td>
<td>Hybrid, Electric and Alternative Fuel Vehicles</td>
<td>2.0</td>
</tr>
<tr>
<td>AUT405</td>
<td>Automotive Suspension and Steering</td>
<td>5.0</td>
</tr>
<tr>
<td>AUT704</td>
<td>Automotive Heating and Air Conditioning</td>
<td>6.0</td>
</tr>
<tr>
<td>*</td>
<td>General Education Elective</td>
<td>3.0</td>
</tr>
<tr>
<td>*SDV179</td>
<td>The College Experience</td>
<td>3.0</td>
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</table>
**Automotive Technology Course Sequence Continued**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AUT:306</td>
<td>Automotive Manual Drive Train and Axles</td>
<td>6.0</td>
</tr>
<tr>
<td>AUT:824</td>
<td>Drivability and Emissions</td>
<td>8.0</td>
</tr>
<tr>
<td>AUT:873</td>
<td>Automotive Service Management III</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>Science Elective (transfer-level)</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUT:168</td>
<td>Automotive Engine Repair</td>
<td>8.0</td>
</tr>
<tr>
<td>AUT:219</td>
<td>Automotive Automatic Transmissions/Trans-axles Service</td>
<td>6.0</td>
</tr>
<tr>
<td>AUT:874</td>
<td>Automotive Service Management IV</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>General Education Elective</td>
<td>3.0</td>
</tr>
</tbody>
</table>

*This Associate of Applied Science degree program requires a minimum of 15 credits of transfer-level general education electives from Communication, Humanities, Math, Science or Social Science. Three of these hours can include SDV:179 The College Experience. If The College Experience course is waived or transfers in for less than three credits, an additional general education elective is required.

**Electives:**

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**BEEF SCIENCE TECHNOLOGY**

**Campus Location:** Calmar

**Program Entry:** Enrollment may occur during any term. Fall term is the start of the program course sequence.

**Award:** Associate of Applied Science degree

**Description:** The beef industry is a tremendous force in the world of food production. Beef is currently a highly valued food product that supports a highly technical and diversified industry. NICC provides the opportunity for students to learn skills that will prepare them to be contributing members of this rapidly changing industry. Career options include: beef procuring specialists, feed and nutrition consultants, cattle ranchers, feedlot managers, positions working with/for veterinary clinics, industry jobs with AI firms, meat processors or beginning producers developing their own beef producing enterprises.

This program provides hands-on experience that enables students to be successful in today’s beef industry. The state-of-the-art Beef Science Education Center offers students the opportunity to interact with cattle in a safe and efficient cattle handling system. The program offers a diversified education on many topics such as genetics, reproduction, nutrition, feeding, health and financial management. Along with the many experiences on campus, students have the opportunity to participate in field trips to many successful cattle operations and beef industry businesses both in Iowa and around the country. Students also have the opportunity to take part in quality internships that provide a wealth of knowledge and exposure to successful beef industry professionals.

**Enrollment Process:** See page 22 under Enrollment Process.

**Minimum Credits:** 74

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**Course Sequence**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGA:114</td>
<td>Principles of Agronomy</td>
<td>3.0</td>
</tr>
<tr>
<td>AGB:330</td>
<td>Farm Business Management</td>
<td>3.0</td>
</tr>
<tr>
<td>AGS:101</td>
<td>Working with Animals</td>
<td>2.0</td>
</tr>
<tr>
<td>AGS:114</td>
<td>Survey of the Animal Industry</td>
<td>2.0</td>
</tr>
<tr>
<td>AGS:344</td>
<td>Agricultural Equipment, Selection, Operation and Maintenance</td>
<td>1.0</td>
</tr>
<tr>
<td>AGS:354</td>
<td>Applied Animal Selection and Improvement</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>SDV:179</strong></td>
<td>The College Experience</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGB:235</td>
<td>Intro to Agriculture Markets</td>
<td>3.0</td>
</tr>
<tr>
<td>AGB:333</td>
<td>Applied Farm Financial Management</td>
<td>2.0</td>
</tr>
<tr>
<td>AGS:226</td>
<td>Beef Cattle Science</td>
<td>3.0</td>
</tr>
<tr>
<td>AGS:253</td>
<td>Spring Beef Cattle Science Lab</td>
<td>2.0</td>
</tr>
<tr>
<td>AGS:331</td>
<td>Animal Reproduction</td>
<td>3.0</td>
</tr>
<tr>
<td>AGS:334</td>
<td>Applied Reproductive Techniques</td>
<td>2.0</td>
</tr>
<tr>
<td>AGS:944</td>
<td>Issues Facing Animal Science</td>
<td>1.0</td>
</tr>
<tr>
<td>SPC:112</td>
<td>Public Speaking</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGS:830</td>
<td>Beef Production Internship</td>
<td>2.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AGB:466</td>
<td>Agricultural Finance</td>
<td>3.0</td>
</tr>
<tr>
<td>AGS:242</td>
<td>Animal Health</td>
<td>3.0</td>
</tr>
<tr>
<td>AGS:244</td>
<td>Applied Animal Disease Prevention and Treatment</td>
<td>2.0</td>
</tr>
<tr>
<td>AGS:251</td>
<td>Beef Production Management</td>
<td>3.0</td>
</tr>
<tr>
<td>AGS:252</td>
<td>Fall Beef Cattle Science Lab</td>
<td>2.0</td>
</tr>
<tr>
<td>AGS:353</td>
<td>Animal Genetics</td>
<td>3.0</td>
</tr>
<tr>
<td>COM:723</td>
<td>Workplace Communications OR</td>
<td>3.0</td>
</tr>
<tr>
<td>SPC:112</td>
<td>Public Speaking</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGA:212</td>
<td>Grain and Forage Crops</td>
<td>4.0</td>
</tr>
<tr>
<td>AGB:245</td>
<td>Agricultural Risk Management OR</td>
<td>3.0</td>
</tr>
<tr>
<td>AGA:336</td>
<td>Agriculture Selling</td>
<td>3.0</td>
</tr>
<tr>
<td>AGS:319</td>
<td>Animal Nutrition</td>
<td>3.0</td>
</tr>
<tr>
<td>AGS:326</td>
<td>Applied Ration Balancing and Feeding</td>
<td>2.0</td>
</tr>
<tr>
<td>PSY:112</td>
<td>Psychology of Human Relations</td>
<td>3.0</td>
</tr>
<tr>
<td>BIO:248</td>
<td>Intro to Bioscience Technology OR</td>
<td>4.0</td>
</tr>
<tr>
<td>ENV:115</td>
<td>Environmental Science</td>
<td>3.0</td>
</tr>
</tbody>
</table>

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**Articulation** can be achieved by successfully passing an NICC Agriculture Department proficiency exam and taking the following at your high school:

1. Crop Science
2. Animal Science
BUSINESS AND WEB PROGRAMMING:  
COMPUTER ANALYST  

Campus Location: Peosta  

Program Entry: Enrollment may occur during any term. Fall term is the start of the program course sequence  

Award: Associate of Applied Science degree  

Description: The Computer Analyst program offers two AAS options: Business and Web Programming and Networking Administration and Tech Support. The common core provides you with the flexibility of changing options at the conclusion of your first semester. Combining robust technical skills with strong communication skills is important to successfully prepare you for employment in today’s computer industry. The program is designed to prepare you for a position as an application programmer, maintenance programmer, web designer or web developer, technical support person, microcomputer consultant, trainer, networking administrator or network support person.  


Academic Requirements: To graduate from this program, students must complete all required coursework with a “C-” grade or above and earn a minimum 2.0 grade point average.  

Minimum Credits: 65  

Course Sequence  

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CIS:101</td>
<td>Computer Ethics</td>
<td>3.0</td>
</tr>
<tr>
<td>CIS:122</td>
<td>Programming Logic and Design</td>
<td>3.0</td>
</tr>
<tr>
<td>CIS:197</td>
<td>Fundamentals of Web Design</td>
<td>3.0</td>
</tr>
<tr>
<td>CIS:450</td>
<td>Project Lead the Way* - Computer Science Principles</td>
<td>3.0</td>
</tr>
<tr>
<td>*SDV:179</td>
<td>The College Experience</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS:115</td>
<td>Intro to Large Computer Systems</td>
<td>3.0</td>
</tr>
<tr>
<td>CIS:207</td>
<td>Fundamentals of Web Programming</td>
<td>3.0</td>
</tr>
<tr>
<td>CIS:242</td>
<td>Information Security</td>
<td>3.0</td>
</tr>
<tr>
<td>ENG:105</td>
<td>Composition I</td>
<td>3.0</td>
</tr>
<tr>
<td>NET:156</td>
<td>Operating Systems</td>
<td>3.0</td>
</tr>
<tr>
<td>NET:725</td>
<td>Networking Essentials</td>
<td>3.0</td>
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<table>
<thead>
<tr>
<th>Summer</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPC:112</td>
<td>Public Speaking</td>
<td>3.0</td>
</tr>
<tr>
<td>**</td>
<td>Psychology Elective</td>
<td>3.0</td>
</tr>
</tbody>
</table>

*This Associate of Applied Science degree program requires a minimum of 15 credits of transfer-level general education electives from Communication, Humanities, Math, Science or Social Science. Three of these hours can include SDV:179 The College Experience. If The College Experience course is waived or transfers in for less than three credits, an additional general education elective is required.  

**Electives:  
Major Electives: BCA, CIS, GRA (excluding GRA:151, GRA:154), NET  
Math Electives: MAT:102, MAT:744, transfer-level MAT  

BUSINESS SPECIALIST  

Campus Location: Calmar, Peosta, Online  

Program Entry: Enrollment may occur during any term. Fall term is the start of the program course sequence  

Award: Associate of Applied Science degree  

Description: The Business Specialist program provides you with basic knowledge and skills in preparation for business positions of a general nature. Areas of emphasis include accounting, marketing, management, supervision and business law. After graduation you are prepared to seek employment in entry-level management and supervisory positions.  


Minimum Credits: 68  

Course Sequence  

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCA:212</td>
<td>Intro to Computer Business Applications</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS:103</td>
<td>Intro to Business</td>
<td>4.0</td>
</tr>
<tr>
<td>MAT:102</td>
<td>Intermediate Algebra</td>
<td>4.0</td>
</tr>
<tr>
<td>MKT:140</td>
<td>Principles of Selling</td>
<td>3.0</td>
</tr>
<tr>
<td>SDV:179</td>
<td>The College Experience</td>
<td>3.0</td>
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<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG:105</td>
<td>Composition I</td>
<td>3.0</td>
</tr>
<tr>
<td>MKT:110</td>
<td>Principles of Marketing</td>
<td>3.0</td>
</tr>
<tr>
<td>MKT:183</td>
<td>Customer Service Strategies</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY:112</td>
<td>Psychology of Human Relations</td>
<td>3.0</td>
</tr>
<tr>
<td>SPC:112</td>
<td>Public Speaking</td>
<td>3.0</td>
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</table>

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC:152</td>
<td>Financial Accounting</td>
<td>4.0</td>
</tr>
<tr>
<td>BUS:130</td>
<td>Intro to Entrepreneurship</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS:180</td>
<td>Business Ethics</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS:185</td>
<td>Business Law I</td>
<td>3.0</td>
</tr>
<tr>
<td>ECN:120</td>
<td>Principles of Macroeconomics</td>
<td>3.0</td>
</tr>
<tr>
<td>MGT:102</td>
<td>Principles of Management</td>
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</tbody>
</table>
# PROGRAMS OF STUDY

## BUSINESS SPECIALIST COURSE SEQUENCE CONTINUED

**Spring**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC:156 Managerial Accounting</td>
<td>4.0</td>
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<tr>
<td>BUS:204 Professionalism in the Workplace</td>
<td>3.0</td>
</tr>
<tr>
<td>ECN:130 Principles of Microeconomics</td>
<td>3.0</td>
</tr>
<tr>
<td>MGT:170 Human Resources Management</td>
<td>3.0</td>
</tr>
<tr>
<td>MGT:215 Principles of Financial Management</td>
<td>3.0</td>
</tr>
</tbody>
</table>

## CABINET MAKING: CONST. TECHNOLOGY

**Campus Location:** Calmar, Peosta

**Program Entry:** Enrollment may occur during any term. Spring term is the start of the program course sequence.

**Award:** Certificate

**Description:** This certificate emphasizes techniques involved in the building of residential and light commercial cabinets in terms of joinery for cabinet work. You complete hands-on competency-based training using different types of joinery in constructing cabinets with doors and drawers included in cabinet structures.

**Enrollment Process:** See page 22 under Enrollment Process.

**Minimum Credits:** 5

### Course Sequence

**Spring**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON:384 Cabinet Making</td>
<td>5.0</td>
</tr>
</tbody>
</table>

## CAD (COMPUTER AIDED DESIGN) SPECIALIST

**Campus Location:** Peosta

**Program Entry:** Enrollment may occur during any term. Fall term is the start of the program course sequence.

**Award:** Certificate

**Description:** The CAD Specialist certificate offers you an opportunity to acquire proficiency in computer-aided design. It can serve as an introduction to general CAD skills, as a springboard to further study, as a short program for the development of specific skills to obtain immediate employment or as a bridge to upgrade your existing skills with the latest in CAD technology. This certificate offers hands-on activities in two- and three-dimensional computer generation, presentation quality drawings, blueprint fundamentals, solid modeling and computer animation and simulation techniques. You will work with computer programs that allow you to construct commercial-grade graphics, animation and special effects.

**Program Requirements:** Prior to the completion of Term 1, students are required to provide their program faculty with a copy of their First Aid/CPR certificate.

**Minimum Credits:** 10.5

### Course Sequence

**Fall**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAD:104 Computer Aided Drafting OR</td>
<td>3.0</td>
</tr>
<tr>
<td>CAD:172 Intro to CAD: AutoCAD</td>
<td>2.0</td>
</tr>
<tr>
<td>SDV200 Intro to Computers or equivalent</td>
<td>1.5</td>
</tr>
</tbody>
</table>

**Spring**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAD:165 Rendering and Animation</td>
<td>3.0</td>
</tr>
<tr>
<td>CAD:175 Advanced CAD: AutoCAD</td>
<td>2.0</td>
</tr>
<tr>
<td>CON:113 Construction Print Reading OR</td>
<td>2.0</td>
</tr>
<tr>
<td>WEL:110 Welding Blueprint Reading</td>
<td>2.0</td>
</tr>
</tbody>
</table>

## CARPENTRY

**Campus Location:** Calmar, Peosta

**Program Entry:** Enrollment may occur during any term. Summer term is the start of the program course sequence.

**Award:** Diploma

**Description:** The Carpentry program offers education and practical experience in basic residential carpentry. You will receive competency-based instruction in the use of up-to-date carpentry production equipment such as saws, jointers, sanders and routers. Practical experience is provided through construction of a residence each year by the carpentry students. As the carpentry trade is one of the most basic trades in our society, employment opportunities for carpenters may be found in communities of all sizes.

**Enrollment Process:** See page 22 under Enrollment Process.

**Program Requirements:** Prior to the completion of Term 1, students are required to provide their program faculty with a copy of their First Aid/CPR certificate.

**Minimum Credits:** 48

### Course Sequence

**Summer**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON:111 Basic Drafting</td>
<td>2.0</td>
</tr>
<tr>
<td>CON:113 Construction Print Reading</td>
<td>2.0</td>
</tr>
<tr>
<td>CON:388 Basic Construction Skills</td>
<td>1.5</td>
</tr>
<tr>
<td>CON:397 Construction I</td>
<td>2.0</td>
</tr>
<tr>
<td>CON:398 Construction Lab I</td>
<td>4.5</td>
</tr>
</tbody>
</table>

**Fall**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON:100 Basic Carpentry</td>
<td>1.0</td>
</tr>
<tr>
<td>CON:336 Care/Use of Hand/Power Tools</td>
<td>1.0</td>
</tr>
<tr>
<td>CON:391 Construction II</td>
<td>3.0</td>
</tr>
<tr>
<td>CON:395 Construction Lab II</td>
<td>8.5</td>
</tr>
<tr>
<td>MAT:773 Applied Math II</td>
<td>3.0</td>
</tr>
<tr>
<td>SDV:179 The College Experience</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Spring**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON:209 Intro to Drywall</td>
<td>1.0</td>
</tr>
<tr>
<td>CON:369 Cabinet Installation</td>
<td>1.0</td>
</tr>
<tr>
<td>CON:370 Interior Doors and Hardware</td>
<td>1.0</td>
</tr>
<tr>
<td>CON:393 Construction III</td>
<td>3.0</td>
</tr>
<tr>
<td>CON:396 Construction Lab III</td>
<td>7.5</td>
</tr>
<tr>
<td>* Communication Elective</td>
<td>3.0</td>
</tr>
</tbody>
</table>

*Electives:

Communication Electives: COM:723, ENG:105, SPC:112
CNC (COMPUTER NUMERICAL CONTROL) MACHINIST TECHNICIAN

Campus Location: Peosta

Program Entry: Enrollment may occur during any term. Fall term is the start of the program course sequence

Award: Diploma

Description: Being trained as a CNC Machinist provides students opportunities throughout the region. The program provides the skills necessary to do a safe setup and operation of manual machines including lathes, mills, grinders, saws and hand tools. You will learn to operate, setup and program a variety of CNC machines, design and program using CAD/CAM systems and design tools and fixtures to increase productivity. The CNC Machinist program will prepare you for successful employment in a manufacturing career.

Enrollment Process: See page 22 under Enrollment Process. Applicants to this program do not need to complete the ALEKS® math assessment.

Academic Requirements: To graduate from this program, students must complete all core coursework with a “C” grade or above and earn a minimum 2.0 grade point average.

Minimum Credits: 44.5

Course Sequence:

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCA:212</td>
<td>Intro to Business Computer Applications</td>
<td>3.0</td>
</tr>
<tr>
<td>MFG:127</td>
<td>Manufacturing Print Reading Module II</td>
<td>1.5</td>
</tr>
<tr>
<td>MFG:161</td>
<td>Intro to Precision Measurement and Inspection Fundamentals</td>
<td>2.0</td>
</tr>
<tr>
<td>MFG:187</td>
<td>Plant Safety</td>
<td>1.0</td>
</tr>
<tr>
<td>MFG:241</td>
<td>Machine Operations I</td>
<td>3.0</td>
</tr>
<tr>
<td>MFG:293</td>
<td>Intro to Basic CNC Mill Operations</td>
<td>1.0</td>
</tr>
<tr>
<td>MFG:295</td>
<td>Intro to Basic CNC Lathe Operations</td>
<td>1.0</td>
</tr>
<tr>
<td>MFG:344</td>
<td>Intro to CNC Lathe Programming</td>
<td>1.0</td>
</tr>
<tr>
<td>MFG:345</td>
<td>Intro to CNC Mill Programming</td>
<td>1.0</td>
</tr>
<tr>
<td>SDV:179</td>
<td>The College Experience</td>
<td>3.0</td>
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<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM:723</td>
<td>Workplace Communications OR Composition I</td>
<td>3.0</td>
</tr>
<tr>
<td>ENG:105</td>
<td>Manufacturing Print Reading Module III</td>
<td>3.0</td>
</tr>
<tr>
<td>MFG:143</td>
<td>Manufacturing Print Reading Module III</td>
<td>1.5</td>
</tr>
<tr>
<td>MFG:144</td>
<td>Manufacturing Print Reading Module IV</td>
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</tr>
<tr>
<td>MFG:223</td>
<td>CAD/CAM</td>
<td>2.0</td>
</tr>
<tr>
<td>MFG:242</td>
<td>Advanced Machine Operations I</td>
<td>4.0</td>
</tr>
<tr>
<td>MFG:304</td>
<td>CNC Machining II</td>
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</tr>
<tr>
<td>MFG:346</td>
<td>CNC Programming Lab</td>
<td>1.0</td>
</tr>
<tr>
<td>*</td>
<td>Math Elective</td>
<td>3.0</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Summer</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFG:243</td>
<td>Advanced Machine Operations II</td>
<td>4.0</td>
</tr>
<tr>
<td>MFG:316</td>
<td>Intro to Manufacturing Processes</td>
<td>1.0</td>
</tr>
<tr>
<td>MFG:347</td>
<td>Intermediate CNC Programming</td>
<td>1.0</td>
</tr>
<tr>
<td>SDV:224</td>
<td>Coop Career Experience III</td>
<td>3.0</td>
</tr>
</tbody>
</table>

*Electives:
Math Electives: MAT:744, MAT:772, MAT:773

COMMERCIAL-RESIDENTIAL ELECTRICIAN

Campus Location: Calmar

Program Entry: Enrollment may occur during any term. Fall term is the start of the program course sequence

Award: Diploma

Description: Electricity and electrical devices permeate our existence from our cars and homes to every facet of our daily routine. The Commercial-Residential Electrician program offers an opportunity to gain practical, hands-on experience in residential and commercial electrical service installation as well as a solid theoretical foundation. You are given the opportunity to acquire skills and training in alternating and direct current, National Electrical Code, electrical design, motor control principles and motor repair through classroom experience and a student building project that provides on-site activities.

When you graduate from the Commercial-Residential Electrician program, you can seek employment with electrical contractors, private companies and other electrical construction, installation and maintenance employers. The employment placement record for graduates is exceptionally high (near 95 percent).

This program is recognized by the Associated Builders and Contractors who award apprenticeship credit to graduates.

Program Admission: In addition to the College enrollment process outlined on page 24, applicants must be a high school graduate or equivalent and achieve a minimum ALEKS® score of 15. ACT® or ACT Compass® scores are also acceptable.

Program Requirement: During term 1, students will complete a ten-hour OSHA training course online through Career Safe Online. This needs to be completed prior to the start of the spring semester and a copy of the card needs to be presented to the instructor to continue in the program.

Minimum Credits: 48

Course Sequence:

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE:117</td>
<td>DC Theory (8 weeks)</td>
<td>5.0</td>
</tr>
<tr>
<td>ELE:118</td>
<td>AC Theory (8 weeks)</td>
<td>5.0</td>
</tr>
<tr>
<td>ELE:142</td>
<td>Electrical Materials Identification</td>
<td>1.0</td>
</tr>
<tr>
<td>MAT:744</td>
<td>Technical Math</td>
<td>4.0</td>
</tr>
<tr>
<td>SDV:179</td>
<td>The College Experience</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM:723</td>
<td>Workplace Communications OR Composition I</td>
<td>3.0</td>
</tr>
<tr>
<td>ENG:105</td>
<td>Manufacturing Print Reading Module III</td>
<td>3.0</td>
</tr>
<tr>
<td>ELE:107</td>
<td>Electrical Blueprint Reading</td>
<td>3.0</td>
</tr>
<tr>
<td>ELE:135</td>
<td>Electrical Installation</td>
<td>5.0</td>
</tr>
<tr>
<td>ELE:146</td>
<td>Commercial-Residential Lab</td>
<td>6.0</td>
</tr>
<tr>
<td>ELE:151</td>
<td>National Electrical Code I</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE:152</td>
<td>National Electrical Code II</td>
<td>3.0</td>
</tr>
<tr>
<td>ELE:193</td>
<td>Motor Repair</td>
<td>3.0</td>
</tr>
<tr>
<td>ELE:196</td>
<td>Motor Control Principles</td>
<td>4.0</td>
</tr>
</tbody>
</table>
## COMPUTER TECHNOLOGY, NETWORKING AND PROGRAMMING

**Campus Location:** Calmar

**Program Entry:** Enrollment may occur during any term. Fall term is the start of the program course sequence.

**Award:** Associate of Applied Science degree

**Description:** The field of Computer Science has provided graduates automation tools for all careers. The Computer Technology, Networking and Programming program prepares for information technology employment by offering the technical skills necessary through a combination of classroom and hands-on experiences.

Four main educational tracks prepare students for challenging and well-paying information technology careers. The computer programming track exposes students to multiple levels and types of programming. There are over ten courses in this curriculum with programming requirements. The computer hardware track provides knowledge of computer circuitry, a knowledge base crucial to gaining confidence in the use of test equipment to troubleshoot computer hardware and networks. The eight courses in this track provide hands-on experiences with computer/digital circuitry and test equipment. Embedded in this degree are four Cisco Exploration courses, plus courses in Linux and Microsoft network operating systems, making up the computer networking track. The fourth track is comprised of the software applications courses and general education requirements that contribute to success in the field. These courses provide the abilities expected by employers hiring Computer Technology, Networking and Programming graduates.

Computer Technology, Networking and Programming graduates are needed in business and industry and the demand is high. A graduate of this program is well equipped for current and future information technology careers.

**Enrollment Process:** See page 22 under Enrollment Process.

**Academic Requirements:** To graduate from this program, students must complete all required coursework with a "C" grade or above and earn a minimum 2.0 grade point average.

**Minimum Credits:** 73

### Course Sequence

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CIS:125</td>
<td>Intro to Programming Logic w/Language OR</td>
<td>3.0</td>
</tr>
<tr>
<td>CIS:450</td>
<td>Project Lead the Way® - Computer Science Principles</td>
<td>3.0</td>
</tr>
<tr>
<td>CIS:197</td>
<td>Fundamentals of Web Design</td>
<td>3.0</td>
</tr>
<tr>
<td>ELE:113</td>
<td>AC/DC Fundamentals</td>
<td>3.0</td>
</tr>
<tr>
<td>ELT:317</td>
<td>Digital Logic Circuits</td>
<td>2.0</td>
</tr>
<tr>
<td>NET:266</td>
<td>CCNA Routing and Switching: Introduction to Networks</td>
<td>3.0</td>
</tr>
<tr>
<td>*SDV:179</td>
<td>The College Experience</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCA:212</td>
<td>Intro to Computer Business Applications</td>
<td>3.0</td>
</tr>
<tr>
<td>CIS:142</td>
<td>Computer Science</td>
<td>4.0</td>
</tr>
<tr>
<td>ELT:310</td>
<td>Digital Circuits</td>
<td>4.0</td>
</tr>
<tr>
<td>ENG:105</td>
<td>Composition I</td>
<td>3.0</td>
</tr>
<tr>
<td>NET:267</td>
<td>CCNA Routing and Switching: Routing and Switching Essentials</td>
<td>3.0</td>
</tr>
</tbody>
</table>

*This Associate of Applied Science degree program requires a minimum of 15 credits of transfer-level general education electives from Communication, Humanities, Math, Science or Social Science. Three of these hours can include SDV:179 The College Experience. If The College Experience course is waived or transfers in for less than three credits, an additional general education elective is required.

## CONSTRUCTION BUSINESS MANAGEMENT

**Campus Location:** Calmar, Peosta

**Program Entry:** Enrollment may occur during any term. Summer term is the start of the program course sequence.

**Award:** Diploma

**Description:** Construction Business Management prepares you for entry-level positions in a diverse field of construction management fields including, but not limited to, project managers, crew supervisors, material estimators, general contractors and material distribution centers. Coursework includes construction, marketing, business and general education classes.

This diploma program offers classes in subject areas such as drafting and design, construction theory and building codes, materials estimating, financial accounting and business marketing.

There is a steady demand for trained individuals for supervisory and management positions in lumber and general material distribution centers, material estimators, drafting and design centers and project supervision and management. This program prepares you by providing general construction training along with marketing and business classes which enable graduates to understand how to successfully manage a construction business or material distribution center.

**Enrollment Process:** See page 22 under Enrollment Process.

**Program Requirements:** Prior to the completion of Term 1, students are required to provide their program faculty with a copy of their First Aid/CPR certificate.

**Minimum Credits:** 44
Program Requirements: Prior to the completion of Term 1, students are required to provide their program faculty with a copy of their First Aid/CPR certificate.

During term one, while enrolled in CON:398, students will complete a ten-hour OSHA training course online through Career Safe Online.

Minimum Credits: 80

CONSTRUCTION TECHNOLOGY

Campus Location: Peosta

Program Entry: Enrollment may occur during any term. Summer term is the start of the program course sequence

Award: Associate of Applied Science degree

Description: The Construction Technology program prepares you for commercial carpentry, entry-level management or trainee supervisory positions in the construction and materials supply industry. Courses in hands-on construction experience, communications, business and mathematics develop the job-site skills necessary to exercise supervision of a construction site after some practical experience.

This program is designed to train you for employment in the construction technology field as well as to increase skills and opportunities if you are already employed in a construction field. Construction managers may be employed by a construction firm or as part of a construction team in supervisory and management positions in lumber retail outlets, small stores where lumber products are sold or distributed and sales and management in wholesale supply organizations. The construction manager advises and assists the construction team, reviews construction plans and specifications, makes recommendations regarding the feasibility, economy, materials, labor, projected costs and time requirements for project activities and supervises all aspects of the construction process. Wages will vary with location of job and experience.

The NICC Construction Technology program is recognized by the Master Builders of Iowa through the National Center for Construction Education and Research.


Note: CAD:172 will be offered in the spring at the Calmar Campus.

*Electives:
Communication Electives: COM:723, ENG:105, SPC:112
COSMETOLOGY

Campus Location: Calmar

Program Entry: Enrollment may occur during any term. Fall term is the start of the program course sequence.

Award: Associate of Applied Science

Description: The Cosmetology program prepares you to work in a full-service salon and/or allows you to work towards salon ownership and professional management. It provides a strong foundation in Cosmetology with theory and clinical experience directed and guided by Cosmetology professionals in combination with general education courses that support the core curriculum. Graduates will be qualified to pursue a baccalaureate degree at a four-year college or university in an area of interest such as management or business.

This program equips students to enter the workplace in a variety of settings and features trichoaanalysis (the study of hair), trending hairstyles and texture services. You can become a make-up artist, esthetician (skin care), cosmetic chemist, hair colorist, retail specialist and an educational specialist. Equipment, supplies and courses are up to date, accurate and based on current cosmetology practices.

Cosmetology students are required by the state of Iowa to complete a minimum of 2100 hours in a Cosmetology program. NICC students finish the program when they complete the state hour requirements and meet individual course requirements.

Students are required to wear black slacks, shoes and socks and an approved lab coat in the salon.


Academic Requirements: Students enrolled in health occupations programs must complete all required coursework with a “C-” grade or above and earn a minimum 2.0 grade point average to graduate from the program.

Program Requirements: Prior to the Mentorship Experience students are required to complete a criminal background check. The Cosmetology Iowa Board of Arts and Science will no longer review criminal history prior to application to licensure. You will need to show proof of high school graduation or equivalent prior to taking the State Licensure Exam.

First Aid/CPR is required prior to beginning lab in the second semester and can be taken through NICC Business and Community Solutions.

The following requirements must be satisfied prior to term 2 of the NICC Cosmetology program.

The College has contracted the services of Certified Background and Castlebranch to review and monitor drug testing. Students will submit the following documentation to their website prior to the designated date:

• Drug testing - prior to clinical participation, random, post-incent-accident and suspicion. Students are required to be substance-free throughout the program.

• In addition to meeting the above listed requirements upon admission, students must maintain these requirements throughout the program. Failure to remain compliant will result in denial for clinical participation. Clinical participation is required for program completion.

• Random drug screens will also be conducted on students while enrolled in the program.

Note: A positive report on the drug screen may prevent you from acceptance into clinical and completion of the program.

Minimum Credits: 75.5

Course Sequence

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>COS:110</td>
<td>Basic Principles in Cosmetology</td>
<td>4.0</td>
</tr>
<tr>
<td>COS:159</td>
<td>Practical Cosmetology Skills I</td>
<td>6.0</td>
</tr>
<tr>
<td>PSY:112</td>
<td>Psychology of Human Relations</td>
<td>3.0</td>
</tr>
<tr>
<td>SDV:179</td>
<td>*The College Experience</td>
<td>3.0</td>
</tr>
</tbody>
</table>
* | Communication Elective | 3.0 |

<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART:101</td>
<td>Art Appreciation OR</td>
<td>3.0</td>
</tr>
<tr>
<td>SOC:110</td>
<td>Intro to Sociology OR</td>
<td>3.0</td>
</tr>
<tr>
<td>SOC:115</td>
<td>Social Problems</td>
<td>3.0</td>
</tr>
<tr>
<td>COS:114</td>
<td>Chemical Services II</td>
<td>2.0</td>
</tr>
<tr>
<td>COS:119</td>
<td>Practical Cosmetology Skills II</td>
<td>7.0</td>
</tr>
<tr>
<td>COS:156</td>
<td>Chemical Services I</td>
<td>3.0</td>
</tr>
<tr>
<td>COS:160</td>
<td>Practical Cosmetology Skills III</td>
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</table>

<table>
<thead>
<tr>
<th>Summer</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM:110</td>
<td>Intro to Chemistry OR</td>
<td>3.0</td>
</tr>
<tr>
<td>ENV:115</td>
<td>Environmental Science</td>
<td>3.0</td>
</tr>
<tr>
<td>COS:116</td>
<td>Salon Management</td>
<td>2.0</td>
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<tr>
<td>COS:121</td>
<td>Practical Cosmetology Skills IV</td>
<td>7.0</td>
</tr>
<tr>
<td>COS:157</td>
<td>Legal Aspects of Cosmetology</td>
<td>1.0</td>
</tr>
</tbody>
</table>

*This Associate of Applied Science degree program requires a minimum of 15 credits of transfer-level general education electives from Communication, Humanities, Math, Science or Social Science. Three of these hours can include SDV:179 The College Experience. If The College Experience course is waived or transfers in for less than three credits, an additional general education elective is required.

**Electives:**

Communication Electives: COM:723, ENG:105, SPC:112

CROP ADVISOR: AG. BUSINESS

Campus Location: Calmar, Online

Program Entry: Enrollment may occur during any term. Fall term is the start of the program course sequence.

Award: Certificate

Description: With the new technologies in crop production, there is a high demand for trained individuals in this area. The proper recognition and analysis of crop production problems are emphasized. Much of the program is designed around the competencies required of the International Certified Crop Advisor program. Upon graduation students have the background and training necessary to advance rapidly in careers in crop consulting and...
precision agriculture. Most of the courses for this certificate are available entirely online, so students can work on them from their own location at their own pace.

**Enrollment Process:** See page 22 under Enrollment Process.

**Minimum Credits:** 20

**Course Sequence**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGA:114</td>
<td>Principles of Agronomy</td>
<td>3.0</td>
</tr>
<tr>
<td>AGA:375</td>
<td>Integrated Crop Management</td>
<td>2.0</td>
</tr>
<tr>
<td>AGM:361</td>
<td>Commercial Grain Handling</td>
<td>1.0</td>
</tr>
<tr>
<td>GIS:111</td>
<td>Intro to Geographical Information Systems</td>
<td>3.0</td>
</tr>
<tr>
<td>GIS:206</td>
<td>GIS Data Acquisition and Management</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Articulation** can be achieved by successfully passing an NICC Agriculture Department proficiency exam and taking Crop Science at your high school.

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**DAIRY SCIENCE TECHNOLOGY**

**Campus Location:** Calmar

**Program Entry:** Enrollment may occur during any term. Fall term is the start of the program course sequence

**Award:** Associate of Applied Science degree

**Description:** NICC is recognized globally for Dairy Science education. The world-class facilities at Iowa’s Dairy Center are one-of-a-kind. Students are in a classroom environment and within minutes they move to a modern dairy facility for hands-on practical education.

Iowa’s Dairy Center has the latest in Dairy Science technology for training the next generation of dairy professionals. The facility includes a robotic milking system, as well as the traditional parallel and herringbone parlors. Additionally, the Dairy Center has modern calf, heifer and dry cow facilities. Furthermore, the Dairy Center offers the latest in agronomic/soil conservation practices producing high quality forages for the dairy operation.

The Dairy Science Technology program boasts a multitude of successful alumni. Career opportunities include, but are not limited to the following:

- Returning, modernizing and becoming the next generation of their family dairy business.
- Management positions on progressive, modern dairy operations.
- Dairy service industry careers which include the AI industry, milking equipment positions (especially robotics), dairy field representatives, dairy feed sales and veterinary clinics.
- Starting their own dairy farm operations.

Dairy Science students are trained in many areas of animal husbandry including, but not limited to the following:

- Artificial insemination
- Vaccinations and treatments including IV, Sub-Q and IM
- Ration evaluation, balancing, mixing and delivery
- Feed harvest, storage and nutrient testing
- Genomics and sire selection
- Milk sampling, culturing and milk harvest prep procedures
- Milk marketing and feed purchasing
- Facility design of parlors, freestalls and manure storage
- Neonatal care of dairy calves, plus replacement heifers
- Financial analysis, including cost of production and profitability

**Enrollment Process:** See page 22 under Enrollment Process.

**Minimum Credits:** 76

**Course Sequence**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGA:114</td>
<td>Principles of Agronomy</td>
<td>3.0</td>
</tr>
<tr>
<td>AGB:330</td>
<td>Farm Business Management</td>
<td>3.0</td>
</tr>
<tr>
<td>AGS:101</td>
<td>Working with Animals</td>
<td>2.0</td>
</tr>
<tr>
<td>AGS:114</td>
<td>Survey of the Animal Industry</td>
<td>2.0</td>
</tr>
<tr>
<td>AGS:344</td>
<td>Agriculture Equipment; Selection, Operation and Maintenance</td>
<td>1.0</td>
</tr>
<tr>
<td>AGS:354</td>
<td>Applied Animal Selection and Improvement</td>
<td>2.0</td>
</tr>
<tr>
<td>*SDV:179</td>
<td>The College Experience</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>AGB:235</td>
<td>Intro to Agriculture Markets</td>
<td>3.0</td>
</tr>
<tr>
<td>AGB:333</td>
<td>Applied Farm Financial Management</td>
<td>2.0</td>
</tr>
<tr>
<td>AGS:331</td>
<td>Animal Reproduction</td>
<td>3.0</td>
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<tr>
<td>AGS:334</td>
<td>Applied Reproductive Techniques</td>
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<tr>
<td>AGS:335</td>
<td>Principles of Milk Production</td>
<td>3.0</td>
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<tr>
<td>AGS:336</td>
<td>Dairy Management Lab I</td>
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<tr>
<td>AGS:944</td>
<td>Issues Facing Animal Science</td>
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<tr>
<td>SPC:112</td>
<td>Public Speaking</td>
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<th>Summer</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AGS:346</td>
<td>Dairy Robotics</td>
<td>1.0</td>
</tr>
<tr>
<td>AGS:805</td>
<td>Dairy Internship I</td>
<td>2.0</td>
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<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AGB:466</td>
<td>Agricultural Finance</td>
<td>3.0</td>
</tr>
<tr>
<td>AGS:242</td>
<td>Animal Health</td>
<td>3.0</td>
</tr>
<tr>
<td>AGS:244</td>
<td>Applied Animal Disease Prevention and Treatment</td>
<td>2.0</td>
</tr>
<tr>
<td>AGS:337</td>
<td>Principles of Dairy Production</td>
<td>3.0</td>
</tr>
<tr>
<td>AGS:339</td>
<td>Dairy Management Lab II</td>
<td>2.0</td>
</tr>
<tr>
<td>AGS:353</td>
<td>Animal Genetics</td>
<td>3.0</td>
</tr>
<tr>
<td>COM:723</td>
<td>Workplace Communications OR</td>
<td>3.0</td>
</tr>
<tr>
<td>ENG:105</td>
<td>Composition I</td>
<td>3.0</td>
</tr>
</tbody>
</table>
Course Title

- Animal Nutrition
- Applied Ration Balancing and Feeding
- Dairy Business Analysis
- Intro to Bioscience Technology OR
- Environmental Science
- Psychology of Human Relations
- Crop Science

Credits

- 2.0
- 2.0
- 3.0
- 3.0
- 1.0
- 4.0
- 3.0
- 3.0

*This Associate of Applied Science degree program requires a minimum of 15 credits of transfer-level general education electives from Communication, Humanities, Math, Science or Social Science. Three of these hours can include SDV:179 The College Experience. If the College Experience course is waived or transferred in for less than three credits, an additional general education elective is required.

Articulation can be achieved by successfully passing an NICC Agriculture Department proficiency exam and taking the following at your high school:

1. Crop Science
2. Animal Science

DATA CENTER TECHNICIAN: COMPUTER ANALYST

Campus Location: Calmar, Peosta

Program Entry: Enrollment may occur during any term. Fall term is the start of the program course sequence

Award: Certificate

Description: The Data Center Technician certificate provides the training needed for future employment with data centers. The coursework meshes the skills of programming, networking, servers, storage and virtualization to create a complete picture of modern virtualized data center infrastructure. Information security is integrated and emphasized throughout the curriculum. Remote monitoring and management of devices is also implemented for performance graphing and alarming.

Note: Computer Technology, Networking and Programming graduates can obtain this certificate by taking two courses: NET:282 and NET:285.

Program Admission: In addition to the College enrollment process outlined under the Enrollment Process on page 24, program applicants must have successfully completed 12 credits of the following courses or equivalent transfer credits:

- CIS:125 or CIS:197 or CIS:122
- CIS:142 or CIS:161
- NET:266 or NET:725
- NET:267 or NET:684

Academic Requirements: To earn a certificate, students must complete all required coursework with a "C-" grade or above and earn a minimum 2.0 grade point average.

Minimum Credits: 22 including admission requirements

Course Sequence

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NET:282</td>
<td>Storage Area Networking (SAN)</td>
<td>2.0</td>
</tr>
<tr>
<td>NET:453</td>
<td>UNIX</td>
<td>3.0</td>
</tr>
</tbody>
</table>

DENTAL ASSISTING

Campus Location: Peosta

Program Entry: Enrollment may occur during any term. Fall term is the start of the program course sequence

Award: Diploma

Description: The Dental Assisting curriculum is career-oriented. It prepares the student, as a member of the dental health team, to assist the dentist in all phases of dentistry. The program includes chairside procedures associated with general and specialty dentistry, radiology, laboratory and business office assistance. Clinical experience is an integral part of the educational program with rotations through various dental facilities.

The program is accredited by the Commission on Dental Accreditation and has been granted the accreditation status of “approval without reporting requirements”. The Commission is a specialized accrediting body recognized by the United States Department of Education and can be contacted at 312.440.4653 or at 211 East Chicago Avenue, Chicago, IL 60611.

Upon successful completion of the program, you are eligible to take the Iowa Dental Board state registration exams to become a Registered Dental Assistant (RDA). Graduates are also eligible to take examinations prepared by the Dental Assisting National Board to become a Certified Dental Assistant (CDA).

After graduation you have the flexibility of being employable nationwide. Dental assisting offers some of the most ideal working conditions and attractive hours of any of the health professions, while demanding a high degree of interaction between staff and patient.

Program Admission: In addition to the College enrollment process outlined on page 24, applicants must be a high school graduate or equivalent and achieve a minimum ACCUPLACER® reading score of 70. ACT® or ACT Compass® scores are also acceptable.

Academic Requirements: Students enrolled in health occupations programs must complete all required coursework with a “C-” grade or above and earn a minimum 2.0 grade point average to graduate from the program.

Program Requirements: The College has contracted the services of Castle Branch to review and monitor background checks, health records, training requirements and drug testing. Students will submit the following documentation to their website prior to the designated date:

- Background check - includes a nationwide criminal history search and child, dependent adult and sex offender registry checks. Background checks will be evaluated per the College’s Background Check policy.
- Health records - physical and immunizations (MMR, varicella, Hepatitis B, 2 step TB, Tdap and influenza)
- Training - CPR (American Heart Association Health Care Provider or American Red Cross Professional Rescuer), mandatory reporter of child and dependent adult abuse and HIPAA training
- Drug testing - prior to clinical participation, random, post incident/accident and suspicion. Students are required to be substance free throughout the program.
- Health insurance - students are required to maintain health insurance throughout the program.
In addition to meeting the above listed requirements, students must maintain these requirements throughout the program. Failure to remain compliant will result in denial for clinical participation. Clinical participation is required for program completion.

**Minimum Credits**: 45.25

### Course Sequence

<table>
<thead>
<tr>
<th>Fall Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>DEA:203 Applied Anatomy and Physiology OR Science Elective</td>
<td>1.5</td>
</tr>
<tr>
<td>DEA:250 Dental Science</td>
<td>4.5</td>
</tr>
<tr>
<td>DEA:310 Dental Radiography I</td>
<td>2.25</td>
</tr>
<tr>
<td>DEA:410 Dental Materials I</td>
<td>1.5</td>
</tr>
<tr>
<td>DEA:511 Principles of Dental Assisting</td>
<td>5.25</td>
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<tr>
<td>SDV:179 The College Experience</td>
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<table>
<thead>
<tr>
<th>Spring Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEA:261 Dental Science II</td>
<td>2.25</td>
</tr>
<tr>
<td>DEA:321 Dental Radiography II</td>
<td>2.0</td>
</tr>
<tr>
<td>DEA:418 Dental Materials II</td>
<td>3.0</td>
</tr>
<tr>
<td>DEA:570 Dental Clinic Internship</td>
<td>1.5</td>
</tr>
<tr>
<td>DEA:571 Dental Externship I</td>
<td>1.75</td>
</tr>
<tr>
<td>DEA:601 Dental Specialties</td>
<td>4.75</td>
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<tr>
<td>* Communication Elective</td>
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<table>
<thead>
<tr>
<th>Summer Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEA:563 Dental Externship II</td>
<td>4.0</td>
</tr>
<tr>
<td>DEA:704 Dental Office Procedures</td>
<td>2.0</td>
</tr>
<tr>
<td>PSY:111 Intro to Psychology OR Psychology of Human Relations</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY:112</td>
<td>3.0</td>
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</tbody>
</table>

*Electives:*
- Communication Electives: COM:723, ENG:105, SPC:112
- Science Electives: BIO:157, or BIO:158, or BIO:168 and BIO:173

### DIESEL MECHANICS

**Campus Location**: Peosta

**Program Entry**: Enrollment may occur during any term. Fall term is the start of the program course sequence

**Award**: Diploma

**Description**: The increased mobility of people and industries has caused a large growth in the diesel industry. Where there are diesel engines, there is a need for mechanics to keep them running. As a diesel mechanic, you will be prepared as an all-around mechanic capable of performing work on all systems of the vehicle. You must exhibit an attitude compatible with work requirements, demonstrate the ability to work with co-workers and possess competencies in electrical systems, fuel systems, drive trains and engines. Competency-based training will be offered on front-to-rear maintenance of diesel equipment.

**Enrollment Process**: See page 4 under Enrollment Process. Applicants to this program do not need to complete the ALEKS® math assessment.

**Program Requirements**: Prior to the completion of Term 1, students are required to provide their program faculty with a copy of their First Aid/CPR certificate.

**Minimum Credits**: 48

### Course Sequence

<table>
<thead>
<tr>
<th>Fall Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AUT:820 Automotive Tuneup</td>
<td>2.0</td>
</tr>
<tr>
<td>AUT:829 Gas Engine Principles</td>
<td>4.0</td>
</tr>
<tr>
<td>AUT:830 Gas Support Systems</td>
<td>4.0</td>
</tr>
<tr>
<td>DSL:353 Diesel Engine Principles</td>
<td>4.0</td>
</tr>
<tr>
<td>SDV:135 Job Seeking Skills</td>
<td>1.0</td>
</tr>
<tr>
<td>SDV:179 The College Experience</td>
<td>3.0</td>
</tr>
<tr>
<td>WEL:330 Welding Fundamentals</td>
<td>1.0</td>
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<table>
<thead>
<tr>
<th>Spring Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUT:321 Automotive Transmissions</td>
<td>2.0</td>
</tr>
<tr>
<td>COM:723 Workplace Communications</td>
<td>3.0</td>
</tr>
<tr>
<td>DSL:449 Diesel Support Systems</td>
<td>3.0</td>
</tr>
<tr>
<td>DSL:533 Drive Trains</td>
<td>3.0</td>
</tr>
<tr>
<td>DSL:632 Brakes - Diesel</td>
<td>2.0</td>
</tr>
<tr>
<td>ELT:145 Electrical Systems - Diesel</td>
<td>4.0</td>
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</table>

<table>
<thead>
<tr>
<th>Summer Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSL:733 Air Conditioning</td>
<td>3.0</td>
</tr>
<tr>
<td>DSL:803 Equipment Repair - General</td>
<td>6.0</td>
</tr>
<tr>
<td>MAT:772 Applied Math</td>
<td>3.0</td>
</tr>
</tbody>
</table>

### EARLY CHILDHOOD

**Campus Location**: Calmar, Peosta

**Program Entry**: Enrollment may occur during any term. Fall term is the start of the program course sequence

**Award**: Diploma

**Description**: Child care centers, preschools, kindergartens and child development centers offer many possibilities for employment due to the increasing recognition of the importance of early childhood training. Graduates of the Early Childhood program primarily function as assistants, teachers or directors of child care centers and preschools. You receive preparation in the guidance and supervision of children in such activities as outdoor play, dramatic play, art, music, literature and language, science and math, health activities and field trips. You will also develop a basic understanding of the principles of child development, safety procedures, assessment and evaluation diagnosis, communication skills and nutritional needs. Upon graduation you will have employment opportunities nationwide.

**Enrollment Process**: See page 22 under Enrollment Process. Applicants to this program do not need to complete the ALEKS® math assessment.

**Academic Requirements**: To graduate from this program, students must complete all required coursework with a “C” grade or above and earn a minimum 2.0 grade point average. Students not receiving a minimum of a C-grade in the prerequisite courses for ECE:920 will not be allowed into Field Experience/ECE.
Program Requirements: Prior to the designated dates, students will be required to complete the following:

- Background check (Iowa, FBI and abuse registry checks)
- Iowa DHS Childcare Provider physical examination
- Drug testing (students are required to be substance-free throughout the program)

Training:

- First Aid and CPR that includes infant, child and adult CPR and may be taken through NICC Business and Community Solutions
- Mandatory Reporter
- Universal Precautions/Bloodborne Pathogens

In addition to meeting the above listed requirements, students must maintain these requirements throughout the program. Failure to remain compliant will result in denial or removal from field placement. Field placement is required for program completion.

Note: A positive report on the criminal dependent adult abuse, child abuse background screening or drug screen may prevent you from being accepted for Field Experience placement and completion of the program. All screening costs are the responsibility of the student.

Minimum Credits: 31

Course Sequence

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE:103</td>
<td>Intro to Early Childhood Education</td>
<td>3.0</td>
</tr>
<tr>
<td>ECE:133</td>
<td>Child Health, Safety and Nutrition</td>
<td>3.0</td>
</tr>
<tr>
<td>ECE:158</td>
<td>Early Childhood Curriculum I</td>
<td>3.0</td>
</tr>
<tr>
<td>ECE:243</td>
<td>Early Childhood Guidance</td>
<td>3.0</td>
</tr>
<tr>
<td>ECE:343</td>
<td>Early Childhood Guidance Lab</td>
<td>1.0</td>
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<tr>
<td>*SDV:179</td>
<td>The College Experience</td>
<td>3.0</td>
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</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM:723</td>
<td>Workplace Communications</td>
<td>3.0</td>
</tr>
<tr>
<td>ECE:159</td>
<td>Early Childhood Curriculum II</td>
<td>3.0</td>
</tr>
<tr>
<td>ECE:170</td>
<td>Child Growth and Development</td>
<td>3.0</td>
</tr>
<tr>
<td>ECE:221</td>
<td>Infant/Toddler Care and Education</td>
<td>3.0</td>
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<tr>
<td>ECE:359</td>
<td>ECE Curriculum II Lab</td>
<td>1.0</td>
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<tr>
<td>ECE:920</td>
<td>Field Experience/ECE</td>
<td>2.0</td>
</tr>
</tbody>
</table>

*This diploma program requires a minimum of 6 credits of general education electives (excluding Developmental courses) from Communication, Humanities, Math, Science or Social Science. Three of these hours can include SDV:179 The College Experience. If the College Experience course is waived or transfers in for less than three credits, an additional general education elective is required.

EARLY CHILDHOOD EDUCATION: EARLY CHILDHOOD

Campus Location: Calmar, Peosta

Program Entry: Enrollment may occur during any term. Fall term is the start of the program course sequence

Award: Certificate

Description: The Early Childhood Education certificate is comprised of four courses and can be completed in two semesters. It is intended to provide the latest information and skills needed for an entry-level position in a child care program. This certificate meets the requirements for classroom hours of formal child care education required for the Child Development Associate (CDA) credential. Additional requirements that meet the work hours required for the CDA credential can be obtained in the Early Childhood diploma program. Upon completion of the certificate program, the successful student will be prepared to practice appropriate guidance techniques, recognize and carry out appropriate activities and assessment for young children, maintain a healthy and safe setting and be able to communicate effectively with children and families.

Essential skills needed for a career in the field of early childhood education include the ability to maintain awareness of active children in a group setting, to engage in multiple tasks and activities with children, to respond quickly and appropriately to children's changing needs and to keep children safe.

Enrollment Process: See page 22 under Enrollment Process. Applicants to this program do not need to complete the ALEKS® math assessment.

Academic Requirements: To earn a certificate, students must complete all required coursework with a "C-" grade or above and earn a minimum 2.0 grade point average.

Minimum Credits: 12

Course Sequence

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ECE:103</td>
<td>Intro to Early Childhood Education</td>
<td>3.0</td>
</tr>
<tr>
<td>ECE:133</td>
<td>Child Health, Safety and Nutrition</td>
<td>3.0</td>
</tr>
<tr>
<td>ECE:158</td>
<td>Early Childhood Curriculum I</td>
<td>3.0</td>
</tr>
<tr>
<td>ECE:243</td>
<td>Early Childhood Guidance</td>
<td>3.0</td>
</tr>
<tr>
<td>ECE:343</td>
<td>Early Childhood Guidance Lab</td>
<td>1.0</td>
</tr>
<tr>
<td>*SDV:179</td>
<td>The College Experience</td>
<td>3.0</td>
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<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE:221</td>
<td>*Infant/Toddler Care and Education (Option 1)</td>
<td>3.0</td>
</tr>
</tbody>
</table>

*Only one Option 1 course is required

ENGINEERING TECHNOLOGY

Campus Location: Peosta

Program Entry: Enrollment may occur during any term. Fall term is the start of the program course sequence

Award: Associate of Applied Science degree

Description: Engineering technicians are vital members of an engineering team. Technicians provide technical support and assistance throughout the design and manufacturing process.

The Engineering Technology program is designed to educate and train skilled technicians needed for the design and development of new products from concept to completion, analysis and design of production systems and processes involved in manufacturing operations and services, implementation of quality control and continuous improvement processes and the application of lean principles. Engineering Technology students will develop a multi-discipline skill base, preparing them for the high-level tasks they are required to excel in today's global market place.

Program Admission: In addition to the College enrollment process outlined on page 24, applicants must be a high school graduate or equivalent...
and achieve a minimum ALEKS® score of 30. ACT® or ACT Compass® scores are also acceptable.

**Academic Requirements:** To graduate from this program, students must complete all core coursework with a “C -” grade or above and earn a minimum 2.0 grade point average.

**Minimum Credits:** 67.5

**Course Sequence**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EGR:400</td>
<td>Project Lead the Way® - Intro to Engineering Design</td>
<td>3.0</td>
</tr>
<tr>
<td>MAT:744</td>
<td>Technical Math</td>
<td>4.0</td>
</tr>
<tr>
<td>MFG:127</td>
<td>Manufacturing Print Reading Module II</td>
<td>1.5</td>
</tr>
<tr>
<td>MFG:161</td>
<td>Intro to Precision Measurement and Inspection Fundamentals</td>
<td>2.0</td>
</tr>
<tr>
<td>MFG:187</td>
<td>Plant Safety</td>
<td>1.0</td>
</tr>
<tr>
<td>MFG:293</td>
<td>Intro to Basic CNC Mill Operations</td>
<td>1.0</td>
</tr>
<tr>
<td>MFG:295</td>
<td>Intro to Basic CNC Lathe Operations</td>
<td>1.0</td>
</tr>
<tr>
<td>SDV:179</td>
<td>The College Experience</td>
<td>3.0</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>EGT:166</td>
<td>SolidWorks</td>
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<tr>
<td>EGT:173</td>
<td>Manufacturing Materials</td>
<td>2.0</td>
</tr>
<tr>
<td>IND:2332</td>
<td>Intro to Mechanical Systems</td>
<td>2.5</td>
</tr>
<tr>
<td>IND:233</td>
<td>Intro to Hydraulics/Pneumatics</td>
<td>1.0</td>
</tr>
<tr>
<td>IND:238</td>
<td>Intermediate Hydraulics/Pneumatics</td>
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</tr>
<tr>
<td>MAT:747</td>
<td>Technical Math II</td>
<td>4.0</td>
</tr>
<tr>
<td>MFG:143</td>
<td>Manufacturing Print Reading Module III</td>
<td>1.5</td>
</tr>
<tr>
<td>PHY:710</td>
<td>Technical Physics</td>
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<table>
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<tr>
<th>Summer</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM:723</td>
<td>Workplace Communications</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY:112</td>
<td>Psychology of Human Relations</td>
<td>3.0</td>
</tr>
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<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAD:104</td>
<td>Computer Aided Drafting</td>
<td>3.0</td>
</tr>
<tr>
<td>EGT:306</td>
<td>Technical Project Management</td>
<td>2.0</td>
</tr>
<tr>
<td>EGT:801</td>
<td>Programmable Logic Controllers (PLCs)</td>
<td>3.0</td>
</tr>
<tr>
<td>IND:231</td>
<td>Intro to Maintenance Electricity</td>
<td>2.0</td>
</tr>
<tr>
<td>MAT:156</td>
<td>Statistics</td>
<td>3.0</td>
</tr>
<tr>
<td>MFG:505</td>
<td>Lean Manufacturing</td>
<td>1.0</td>
</tr>
<tr>
<td>WEL:119</td>
<td>Maintenance Welding OR</td>
<td>1.0</td>
</tr>
<tr>
<td>WEL:330</td>
<td>Welding Fundamentals</td>
<td>1.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EGT:470</td>
<td>Project Lead the Way® - Engineering Design and Development OR</td>
<td>3.0</td>
</tr>
<tr>
<td>EGT:801</td>
<td>Engineering Technology Internship</td>
<td>3.0</td>
</tr>
<tr>
<td>EGT:715</td>
<td>Intro to Automation Systems/Robotics</td>
<td>3.0</td>
</tr>
<tr>
<td>*</td>
<td>Technical Electives</td>
<td>6.0</td>
</tr>
</tbody>
</table>

End of courses assessment of 6 or above converts EGT to an EGR credit.

EGR:470 credit given upon portfolio review (no end of course assessment given via PLTW)

*Electives:

**FINANCE**

**Campus Location:** Calmar, Peosta

**Program Entry:** Enroll may occur during any term. Fall term is the start of the program course sequence

**Award:** Associate of Applied Science degree

**Description:** The Finance program provides a course of study which readily transfers to most four-year colleges and universities. College courses permit completion of the equivalent of the first two years of a bachelor’s degree in many four-year colleges. The general education courses completed for the program are useful whether you continue your formal education at a four-year college or enter the workforce. The program is a useful beginning if you plan to get a professional degree in finance, banking, securities or other related disciplines.

If you plan to transfer to a four-year college, select courses to satisfy requirements of the specific institution to which you intend to transfer. Consult your advisor at that specific institution any time you have questions about course selection.

**Minimum Credits:** 65

**Course Sequence**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC:152</td>
<td>Financial Accounting</td>
<td>4.0</td>
</tr>
<tr>
<td>FIN:101</td>
<td>Principles of Banking</td>
<td>3.0</td>
</tr>
<tr>
<td>FIN:122</td>
<td>Personal Finance</td>
<td>4.0</td>
</tr>
<tr>
<td>MGT:102</td>
<td>Principles of Management</td>
<td>4.0</td>
</tr>
<tr>
<td>SDV:179</td>
<td>The College Experience</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC:156</td>
<td>Managerial Accounting</td>
<td>4.0</td>
</tr>
<tr>
<td>BCA:212</td>
<td>Intro to Computer Business Applications</td>
<td>3.0</td>
</tr>
<tr>
<td>FIN:170</td>
<td>Intro to Commercial Lending</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY:112</td>
<td>Psychology of Human Relations</td>
<td>3.0</td>
</tr>
<tr>
<td>SPC:112</td>
<td>Public Speaking</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECN:120</td>
<td>Principles of Macroeconomics</td>
<td>3.0</td>
</tr>
<tr>
<td>ENG:105</td>
<td>Composition I</td>
<td>3.0</td>
</tr>
<tr>
<td>FIN:114</td>
<td>Commercial Banking</td>
<td>3.0</td>
</tr>
<tr>
<td>MKT:140</td>
<td>Principles of Selling</td>
<td>3.0</td>
</tr>
<tr>
<td>*</td>
<td>Math Elective</td>
<td>3.0</td>
</tr>
</tbody>
</table>
FINISHING SKILLS: CONST. TECHNOLOGY

Campus Location: Calmar, Peosta

Program Entry: Enrollment may occur during any term. Spring term is the start of the program course sequence.

Award: Certificate

Description: This certificate emphasizes techniques involved in the building of residential and light commercial structures in terms of finish work. You complete hands-on competency-based training in interior finish work and installation at a student building project.


Minimum Credits: 13.5

Finishing Skills: Const. Technology Course Sequence

<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON:209</td>
<td>Intro to Drywall</td>
<td>1.0</td>
</tr>
<tr>
<td>CON:369</td>
<td>Cabinet Installation</td>
<td>1.0</td>
</tr>
<tr>
<td>CON:370</td>
<td>Interior Doors and Hardware</td>
<td>1.0</td>
</tr>
<tr>
<td>CON:393</td>
<td>Construction III</td>
<td>3.0</td>
</tr>
<tr>
<td>CON:396</td>
<td>Construction Lab III</td>
<td>7.5</td>
</tr>
</tbody>
</table>

FIREFIGHTING SPECIALIST

Campus Location: Calmar, Peosta

Program Entry: Enrollment may occur during any term. Fall term is the start of the program course sequence.

Award: Associate of Applied Science degree

Description: This program is designed for firefighters affiliated with an existing paid or volunteer fire department.

Emphasis is placed upon specialized firefighting courses offered through the Iowa Fire Service Training Bureau and the National Education Center for Agricultural Safety Center. This program will expand a firefighter's knowledge and develop leadership for emergency response.

Program Admission: In addition to the College enrollment process outlined on page 24, applicants must be a high school graduate or equivalent and be affiliated with a volunteer or paid fire department.

Academic Requirements: To receive an Associate of Applied Science degree, a student must complete all of the general education courses and bring in a certificate of completion for the required firefighting courses and 5 elective firefighting courses. These 33 credits, in addition to the 32 NICC credits, will meet the minimum 64-credit requirement for an AAS degree.

1. A minimum of 64 credit hours, with at least 18 earned at NICC.

2. A minimum GPA of 2.0 and a passing grade in all required courses.

3. Coursework electives (articulated from the Fire Service Training Bureau).

The firefighting courses are offered by the Fire Service Training Bureau and are offered at various times and locations throughout the year.

**Minimum Credits: 65.5

**Course Sequence**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCA:112</td>
<td>Intro to Data Processing OR</td>
<td>3.0</td>
</tr>
<tr>
<td>BCA:212</td>
<td>Intro to Computer Business Applications</td>
<td>3.0</td>
</tr>
<tr>
<td>ENG:105</td>
<td>Composition I</td>
<td>3.0</td>
</tr>
<tr>
<td>FIR:320</td>
<td>**Essentials of Firefighter I</td>
<td>4.0</td>
</tr>
<tr>
<td>FIR:338</td>
<td>**Technical Agricultural Rescue</td>
<td>1.0</td>
</tr>
<tr>
<td>MGT:102</td>
<td>Principles of Management</td>
<td>4.0</td>
</tr>
<tr>
<td>SDV:179</td>
<td>The College Experience</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM:110</td>
<td>Intro to Chemistry</td>
<td>3.0</td>
</tr>
<tr>
<td>CHM:111</td>
<td>Intro to Chemistry Lab</td>
<td>1.0</td>
</tr>
<tr>
<td>SPC:112</td>
<td>Public Speaking</td>
<td>3.0</td>
</tr>
<tr>
<td>* Fire Science Elective</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>* Math Elective</td>
<td>3.0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIR:280</td>
<td>**Instructional Techniques for Fire Service Training (Fire Instruction II)</td>
<td>3.0</td>
</tr>
<tr>
<td>FIR:301</td>
<td>**Fire Department Officer I</td>
<td>3.0</td>
</tr>
<tr>
<td>FIR:325</td>
<td>**Essentials of Firefighting II</td>
<td>2.0</td>
</tr>
<tr>
<td>FIR:949</td>
<td>Special Topics in Fire Science</td>
<td>1.5</td>
</tr>
<tr>
<td>PHI:105</td>
<td>Intro to Ethics</td>
<td>3.0</td>
</tr>
<tr>
<td>* Fire Science Elective</td>
<td>4.0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIR:306</td>
<td>**Fire Inspection Principles and Practices</td>
<td>3.0</td>
</tr>
<tr>
<td>FIR:322</td>
<td>**Hazardous Materials: Operations Level</td>
<td>1.0</td>
</tr>
<tr>
<td>PSY:111</td>
<td>Intro to Psychology OR</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY:112</td>
<td>Psychology of Human Relations</td>
<td>3.0</td>
</tr>
<tr>
<td>* 1 Fire Science Electives</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>* 2 Fire Science Electives</td>
<td>8.0</td>
<td></td>
</tr>
</tbody>
</table>

**Electives:**

Students must take 15 credits of Fire Science electives:

**FIR:201 Incident Command Series I**
**FIR:202 Incident Command Series II**
**FIR:203 Incident Command Series III**
**FIR:210 Incident Safety Officer**
**FIR:302 Fire Department Officer II**
**FIR:308 Health and Safety Officer**
**FIR:309 Strategy and Tactics for Initial Company Operations**
**FIR:312 Arson Detection for First Responders**
**FIR:391 Preparing for Initial Company Operations**
**FIR:392 Decision Making for Company Operations**
PROGRAMS OF STUDY

FIR:393  Training Operations In Small Departments
FIR:401  Leadership I
FIR:402  Leadership II
FIR:403  Leadership III
or related fire service coursework

**Offered through the IA Fire Service Training Bureau (or equivalent out-of-state certificate)
***Offered through National Education Center for Agriculture Safety (NECAS), Peosta, IA

1 Driver Operator; Pumping
2 Students with a terminal EMS certificate are awarded 5 credits towards the electives, EMT or EMT B, Advanced EMT or Iowa Paramedic, Paramedic or Paramedic Specialist (State of IA or National Registry).

FLOOR AND FRAMING SKILLS: CONST. TECHNOLOGY

Campus Location: Calmar, Peosta
Program Entry: Enrollment may occur during any term. Fall term is the start of the program course sequence
Award: Certificate
Description: This certificate offers hands-on training in floor systems and framing for the construction of residential and small commercial-type structures. You learn floor framing, wall framing, roof framing, roofing, siding and exterior millwork on a student building project.
Minimum Credits: 13.5
Course Sequence:

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON:100</td>
<td>Basic Carpentry</td>
<td>1.0</td>
</tr>
<tr>
<td>CON:336</td>
<td>Care/Use of Hand/Power Tools</td>
<td>1.0</td>
</tr>
<tr>
<td>CON:391</td>
<td>Construction II</td>
<td>3.0</td>
</tr>
<tr>
<td>CON:395</td>
<td>Construction Lab II</td>
<td>8.5</td>
</tr>
</tbody>
</table>

FOUNDATION SKILLS: CONST. TECHNOLOGY

Campus Location: Calmar, Peosta
Program Entry: Enrollment may occur during any term. Summer term is the start of the program course sequence
Award: Certificate
Description: This certificate provides competency-based instruction concerning the use of tools, materials and practices used in the building trades. You apply this knowledge to concrete form construction, footing and foundation, framing, laying out joists, subflooring, wall studs, windows, doors, rafter and related cuts for a student building project.
Minimum Credits: 10.5

Course Sequence:

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT:773</td>
<td>Applied Math II</td>
<td>3.0</td>
</tr>
<tr>
<td>SDV:179</td>
<td>The College Experience</td>
<td>3.0</td>
</tr>
<tr>
<td>UTL:100</td>
<td>Gas Utility Field Training I</td>
<td>4.0</td>
</tr>
<tr>
<td>UTL:200</td>
<td>Gas Utility Field Training II</td>
<td>5.0</td>
</tr>
<tr>
<td>UTL:230</td>
<td>Gas Appliances</td>
<td>3.0</td>
</tr>
</tbody>
</table>

GAS UTILITY CONSTRUCTION AND SERVICE - AAS

Campus Location: Peosta
Program Entry: Enrollment may occur during any term. Fall term is the start of the program course sequence
Award: Associate of Applied Science degree
Description: The Gas Utility Construction and Service program prepares students to install, maintain and operate both high- and low-pressure natural gas distribution systems used to supply residential, commercial and industrial companies. Program graduates will be qualified to enter one of the most technologically intensive industries in today’s economy, with potential careers in gas construction mechanics, gas meter mechanics, gas service mechanics, gas clerk estimation, gas regulator maintenance mechanics, gas appliance repair and underground facilities location. When students enter into the industry, they will be subject to a drug screening per federal guidelines.

Graduates of the program will be able to:
- Communicate technical information
- Operate tools and equipment
- Join pipe
- Install natural gas distribution systems
- Apply customer service skills
- Maintain gas distribution systems
- Operate pipeline excavation equipment
- Service gas appliances
- Secure a commercial driver’s license

Program Admission: In addition to the College Enrollment Process outlined on page 24, applicants must be a high school graduate or equivalent and achieve a minimum ALEKS® score of 15. ACT® or ACT Compass® scores are also acceptable.

Program Requirements: Prior to the completion of Term 1, students are required to provide their program faculty with a copy of their First Aid/ CPR certificate.

During term 1, while enrolled in UTL:100, students will complete a ten-hour OSHA training course online through Career Safe Online.

Minimum Credits: 68

Course Sequence:

<table>
<thead>
<tr>
<th>Summer</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON:111</td>
<td>Basic Drafting</td>
<td>2.0</td>
</tr>
<tr>
<td>CON:113</td>
<td>Construction Print Reading</td>
<td>2.0</td>
</tr>
<tr>
<td>CON:397</td>
<td>Construction I</td>
<td>2.0</td>
</tr>
<tr>
<td>CON:398</td>
<td>Construction Lab I</td>
<td>4.5</td>
</tr>
</tbody>
</table>
**GAS UTILITY CONSTRUCTION AND SERVICE - DIPLOMA**

**Campus Location**: Peosta  
**Program Entry**: Enrollment may occur during any term. Fall term is the start of the program course sequence  
**Award**: Diploma  
**Description**: See Gas Utility Construction and Service - AAS  
**Enrollment Process**: See page 22 under Enrollment Process  
**Program Requirements**: Prior to the completion of Term 1, students are required to provide their program faculty with a copy of their First Aid/CPR certificate.  
During Term 1, while enrolled in UTL:100, students will complete a ten-hour OSHA training course online through Career Safe Online.  
**Minimum Credits**: 46  
**Course Sequence**:

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>MAT:773  Applied Math II</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>SDV:179  The College Experience</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>UTL:100  Gas Utility Field Training I</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>UTL:200  Gas Utility Field Training II</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>UTL:230  Gas Appliances</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>GIS:111  Intro to Geographical Information Systems</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>UTL:250  Gas Utilities Internship</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>COM:723 Workplace Communications OR</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>SPC:112  Public Speaking</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>ELE:113  AC/DC Fundamentals</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>IND:118  Commercial Driver's License</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>UTL:210  Pipeline Integrity</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>UTL:220  Regulation and Measurement</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>WEL:303  Pipe Welding/SMAW</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>UTL:240  OQ Modules (Operator Qualification)</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>UTL:300  Gas Utility Field Training III</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>UTL:400  Gas Utility Field Training IV</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>GRA:139  PhotoShop</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>GRA:156  History of Graphic Design</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>GRA:179  Publication Software</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>GRA:216  Exploring Photography</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>SDV:179  The College Experience</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>GRA:110  Graphic Arts Principles</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>GRA:129  Illustrator</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>GRA:151  Web Design</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>GRA:158  Web Multimedia</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>GRA:173  Typography</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>ART:120  Two Dimensional Design OR</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>ART:133  Drawing I</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>* General Education Electives</td>
<td>6.0</td>
</tr>
</tbody>
</table>
**HEALTH INFORMATION TECHNOLOGY**

**Campus Location** Calmar, Peosta, Online

**Program Entry** Enrollment may occur during any term. Fall term is the start of the program course sequence

**Award** Associate of Applied Science degree

**Description** The health information technician (HIT) (also known as medical records technical coder), is a member of the healthcare team who ensures the quality of the medical record by verifying its completeness and accuracy and ensures proper entry into electronic health record systems. This technician uses software applications to assemble and analyze patient data for the purpose of improving patient care and monitoring costs.

The HIT is a specialist in coding diagnoses and procedures using the International Classification of Diseases (ICD) and Current Procedural Terminology (CPT) utilized for healthcare reimbursement and research. Most HITs work in hospitals, but they are also found in other settings, including physician practices, long-term care, home health agencies, mental health facilities, public health centers and cancer registries.

HITs (medical record technicians) possess many technical skills that assist in the delivery of health care services. This program provides the HIT with a working knowledge of anatomy and physiology, disease processes, informatics, legal and quality management principles, business and computer technology and practical applications in coding, reimbursement, quality management, health statistics, release of information and data analysis, as well as the ability to utilize software applications that collect, store, process, retrieve and analyze health information.

The NICC HIT program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). Program graduates are eligible to write the certification examination and earn a credential as a Registered Health Information Technician (RHIT) which is offered by the American Health Information Management Association (AHIMA).

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<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRA:154</td>
<td>Advanced Web Design</td>
<td>3.0</td>
</tr>
<tr>
<td>GRA:210</td>
<td>Graphic Layout and Design</td>
<td>3.0</td>
</tr>
<tr>
<td>GRA:214</td>
<td>Electronic Prepress and Printing</td>
<td>3.0</td>
</tr>
<tr>
<td>GRA:217</td>
<td>Exploring Illustration</td>
<td>3.0</td>
</tr>
<tr>
<td>**</td>
<td>Elective</td>
<td>3.0</td>
</tr>
<tr>
<td>*</td>
<td>General Education Elective</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Electives:**

Two Communication Electives: ENG:101 and SPC:112

One Math/Science Elective: MAT102, MAT744, transfer-level BIO, CHM, ENV, MAT, PHY


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**Enrollment Process** See page 22 under Enrollment Process. Applicants to this program do not need to complete the ALEKS® math assessment.

**Academic Requirements:** Students enrolled in health occupations programs must complete all required coursework with a “C-” grade or above and earn a minimum 2.0 grade point average to graduate from the program.

**Program Requirements:** The College has contracted the services of CastleBranch to review and monitor background checks, health records, training requirements and drug testing. Students will submit the following documentation to their website prior to the designated date:

- Background check - includes a nationwide criminal history search and child, dependent adult and sex offender registry checks. Background checks will be evaluated per NICC’s background check policy. Professional Practice Experience participation is dependent on this evaluation.
- Health records - physical and immunizations (MMR, varicella, Hepatitis B, 2 step TB, Tdap and influenza)
- Drug testing - prior to Professional Practice Experience, random, post-incident/accident and suspicion. Students are required to be substance-free throughout the program.

In addition to meeting the above listed requirements, students must maintain these requirements throughout the program. Failure to remain compliant will result in denial for Professional Practice Experience participation which is required for program completion.

**Minimum Credits:** 70

**Course Sequence**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCA:212</td>
<td>Intro to Computer Business Applications</td>
<td>3.0</td>
</tr>
<tr>
<td>BIO:168</td>
<td>Human Anatomy and Physiology I w/Lab</td>
<td>4.0</td>
</tr>
<tr>
<td>HIT:140</td>
<td>Medical Terminology</td>
<td>4.0</td>
</tr>
<tr>
<td>HIT:320</td>
<td>Health Records Management</td>
<td>2.0</td>
</tr>
<tr>
<td>HIT:330</td>
<td>Health Care Delivery Systems</td>
<td>2.0</td>
</tr>
<tr>
<td>*SDV:179</td>
<td>The College Experience</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIO:173</td>
<td>Human Anatomy and Physiology II w/Lab</td>
<td>4.0</td>
</tr>
<tr>
<td>HIT:120</td>
<td>Pharmacology for HIT</td>
<td>1.0</td>
</tr>
<tr>
<td>HIT:215</td>
<td>Intro to CPT</td>
<td>2.0</td>
</tr>
<tr>
<td>HIT:233</td>
<td>ICD-10 Coding</td>
<td>4.0</td>
</tr>
<tr>
<td>HIT:421</td>
<td>Legal Aspects of Health Information</td>
<td>3.0</td>
</tr>
<tr>
<td>HIT:540</td>
<td>Professional Practice Experience I</td>
<td>1.5</td>
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<table>
<thead>
<tr>
<th>Summer</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG:105</td>
<td>Composition I</td>
<td>3.0</td>
</tr>
<tr>
<td>HIT:165</td>
<td>Principles of Disease</td>
<td>4.0</td>
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<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIT:255</td>
<td>Advanced ICD-10-CM/PCS and Classification</td>
<td>4.0</td>
</tr>
<tr>
<td>HIT:280</td>
<td>CPT-4 Coding</td>
<td>3.0</td>
</tr>
<tr>
<td>HIT:292</td>
<td>Reimbursement Methodologies</td>
<td>2.0</td>
</tr>
<tr>
<td>HIT:340</td>
<td>Comparative Records</td>
<td>2.0</td>
</tr>
<tr>
<td>HIT:352</td>
<td>Health Information Systems</td>
<td>3.0</td>
</tr>
<tr>
<td>HUM:108</td>
<td>Cultural Diversity and Identity</td>
<td>3.0</td>
</tr>
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</table>
**HEATING AND AIR CONDITIONING**

**Campus Location:** Peosta

**Program Entry:** Enrollment may occur during any term. Fall term is the start of the program course sequence.

**Award:** Diploma

**Description:** The Heating and Air Conditioning program prepares students to install, maintain and operate heating and air conditioning equipment. Students will gain theoretical knowledge of operations by learning how to install, diagnose and repair electric and gas-fired furnaces, motors, compressors and evaporators, as well as following blueprints and design specifications. As part of the program, students will complete a ten-hour OSHA course.

**Enrollment Process:** See page 22 under Enrollment Process. Applicants to this program do not need to complete the ALEKS® math assessment.

**Program Requirements:** Prior to the completion of Term 1, students are required to provide their program faculty with a copy of their First Aid/CPR certificate.

During term 1, students will complete a ten-hour OSHA training course online through Career Safe Online. This needs to be completed prior to the start of the spring semester and a copy of the card needs to be presented to the instructor to continue in the program.

**Certification/Licensure:** The EPA Freon Certification Test will be given if you seek to become certified in handling and purchasing freon.

**Minimum Credits:** 43.5

**Course Sequence:**

<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIT:445</td>
<td>Quality Management of Organizational Resources</td>
<td>4.0</td>
</tr>
<tr>
<td>HIT:448</td>
<td>Information Governance</td>
<td>1.0</td>
</tr>
<tr>
<td>HIT:452</td>
<td>Health Data Statistics and Analysis</td>
<td>3.0</td>
</tr>
<tr>
<td>HIT:542</td>
<td>Professional Practice Experience II</td>
<td>2.5</td>
</tr>
<tr>
<td>HIT:946</td>
<td>Seminar</td>
<td>2.0</td>
</tr>
</tbody>
</table>

*This Associate of Applied Science degree program requires a minimum of 15 credits of transfer-level general education electives from Communication, Humanities, Math, Science or Social Science. Three of these hours can include SDV:179 The College Experience. If the College Experience course is waived or transfers in for less than three credits, an additional general education elective is required.

**INDUSTRIAL ELECTRICIAN**

**Campus Location:** Calmar

**Program Entry:** Enrollment may occur during any term. Fall term is the start of the program course sequence.

**Award:** Associate of Applied Science degree

**Description:** Since the widespread application of electricity in business and industry in the 1900s, there has been an increasingly strenuous demand for trained electricians. This program is designed to provide you with the knowledge and skills needed to be successful in the electrical field. You will learn the basic principles of electricity in DC/AC theory, the rules set up for the industry in the National Electrical Code and the fundamental skills required by the job market in motor repair, motor control principles, solid state fundamentals, industrial principles and design and programmable logic controllers. You acquire knowledge and skills through classroom experiences and on-site activities at a student building project.

Upon graduation, you will have excellent opportunities for employment as an electrician in an educational institution, at a utility, municipal, state or federal agency, food processing plant, manufacturing facility and countless other businesses and industries that rely on the skills and experience of qualified electricians to troubleshoot, test, inspect, maintain and repair electrical machinery and wiring. The excellent employment placement record (around 96 percent) for the Industrial Electrician program demonstrates that NICC graduates receive outstanding recognition and opportunity from employers as they seek their chosen career.

This program is recognized by the Iowa Electrical Apprenticeship and Training Program, Associated Builders, Contractors and the State of Minnesota Board of Electricity and Dubuque Electrical Apprenticeship Trust which award apprenticeship credit to graduates.

**Program Admission:** In addition to the College enrollment process outlined on page 24, applicants must be a high school graduate or equivalent and achieve a minimum ALEKS® score of 15. ACT® or ACT Compass® scores are also acceptable.

**Program Requirements:** During term 1, students will complete a ten-hour OSHA training course online through Career Safe Online. This needs to be completed prior to the start of the spring semester and a copy of the card needs to be presented to the instructor to continue in the program.

**Minimum Credits:** 73

**Course Sequence:**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HCR:122</td>
<td>Gas Furnaces</td>
<td>5.0</td>
</tr>
<tr>
<td>HCR:403</td>
<td>Basic Electricity</td>
<td>4.0</td>
</tr>
<tr>
<td>HCR:515</td>
<td>Sheet Metal Fabrication</td>
<td>3.0</td>
</tr>
<tr>
<td>SDV:179</td>
<td>The College Experience</td>
<td>3.0</td>
</tr>
<tr>
<td>WEL:330</td>
<td>Welding Fundamentals</td>
<td>1.0</td>
</tr>
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<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM:723</td>
<td>Workplace Communications</td>
<td>3.0</td>
</tr>
<tr>
<td>HCR:108</td>
<td>Heating and Air Conditioning Trade Codes</td>
<td>2.0</td>
</tr>
<tr>
<td>HCR:124</td>
<td>Hydronic Heat</td>
<td>1.0</td>
</tr>
<tr>
<td>HCR:202</td>
<td>Intro to Cooling</td>
<td>3.0</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCR:204</td>
<td>Principles of Air Conditioning</td>
<td>4.0</td>
</tr>
<tr>
<td>HCR:506</td>
<td>Air Distribution</td>
<td>3.0</td>
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<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE:117</td>
<td>DC Theory (8 weeks)</td>
<td>5.0</td>
</tr>
<tr>
<td>ELE:118</td>
<td>AC Theory (8 weeks)</td>
<td>5.0</td>
</tr>
<tr>
<td>ELE:142</td>
<td>Electrical Materials Identification</td>
<td>1.0</td>
</tr>
</tbody>
</table>
**INDUSTRIAL MAINTENANCE TECHNICIAN (AAS)**

**Campus Location:** Peosta

**Program Entry:** Enrollment may occur during any term. Fall term is the start of the program course sequence.

**Award:** Associate of Applied Science degree

**Description:** The Industrial Maintenance Technician program provides comprehensive knowledge of different mechanical, hydraulic, and electrical processes. Upon completing the program, students will have the base competencies to perform at a higher level in an industrial maintenance position.

The skills for installation, preventive maintenance, and equipment repair remain in high demand. As such, employment opportunities as an industrial maintenance technician are excellent. Program graduates will find their skills in demand in hospitals, schools, manufacturing, industrial/processing, and as on general building maintenance sites.

Whether a part of a large corporation or a small business entity, graduates are assured of a challenging but rewarding career with promising promotional potential.

**Program Admission:** In addition to the College enrollment process outlined on page 24, applicants must be a high school graduate or equivalent and achieve a minimum ALEKS® score of 15. ACT® or ACT Compass® scores are also acceptable.

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**INDUSTRIAL MAINTENANCE TECHNICIAN (DIPLOMA)**

**Campus Location:** Peosta

**Program Entry:** Enrollment may occur during any term. Fall term is the start of the program course sequence.

**Award:** Diploma

**Description:** See Industrial Maintenance Technician - AAS

**Enrollment Process:** See Industrial Maintenance Technician - AAS

**Program Requirements:** Prior to the completion of Term 1, students are required to provide their program faculty with a copy of their First Aid/CPR certificate.

**Minimum Credits:** 36

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**Program Requirements:** Prior to the completion of Term 1, students are required to provide their program faculty with a copy of their First Aid/CPR certificate.

**Minimum Credits:** 68
Industrial Maintenance Technician (Diploma) Course Sequence:

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE:107</td>
<td>Electrical Blueprint Reading</td>
<td>3.0</td>
</tr>
<tr>
<td>ELE:142</td>
<td>Electrical Materials Identification</td>
<td>1.0</td>
</tr>
<tr>
<td>ELE:172</td>
<td>Fundamentals of Fluid Dynamics</td>
<td>3.0</td>
</tr>
<tr>
<td>HCR:403</td>
<td>Basic Electricity</td>
<td>4.0</td>
</tr>
<tr>
<td>MAT:773</td>
<td>Applied Math II</td>
<td>3.0</td>
</tr>
<tr>
<td>MFG:187</td>
<td>Plant Safety</td>
<td>1.0</td>
</tr>
<tr>
<td>SDV:179</td>
<td>The College Experience</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM:723</td>
<td>Workplace Communications</td>
<td>3.0</td>
</tr>
<tr>
<td>ELT:168</td>
<td>Instrumentation</td>
<td>3.0</td>
</tr>
<tr>
<td>IND:138</td>
<td>Electrical Installation and Repair</td>
<td>5.0</td>
</tr>
<tr>
<td>IND:139</td>
<td>National Electrical Code and Wiring</td>
<td>3.0</td>
</tr>
<tr>
<td>IND:192</td>
<td>Industrial Pumps</td>
<td>1.0</td>
</tr>
<tr>
<td>IND:195</td>
<td>Mechanical Drives</td>
<td>3.0</td>
</tr>
</tbody>
</table>

INFORMATION SECURITY: COMPUTER ANALYST

Campus Location: Peosta

Program Entry: Enrollment may occur during any term. Fall term is the start of the program course sequence.

Award: Certificate

Description: Candidates who have completed the Information Security certificate program along with the specified prerequisites are prepared to enter a more specialized field within the Computer Analyst - Networking Administration profession. This certificate prepares the candidate to enter the workforce prepared for a position as an information security analyst, network security administrator, security architect or system, network and/or web penetration tester.


Academic Requirements: To graduate from this program, students must complete all required coursework with a "C-" grade or above and earn a minimum 2.0 grade point average.

Minimum Credits: 21

Course Sequence:

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS:101</td>
<td>Computer Ethics</td>
<td>3.0</td>
</tr>
<tr>
<td>CIS:122</td>
<td>Programming Logic and Design</td>
<td>3.0</td>
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</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS:242</td>
<td>Information Security</td>
<td>3.0</td>
</tr>
<tr>
<td>NET:156</td>
<td>Operating Systems</td>
<td>3.0</td>
</tr>
<tr>
<td>NET:225</td>
<td>Networking Essentials</td>
<td>3.0</td>
</tr>
</tbody>
</table>

JOHN DEERE TECH

Campus Location: Calmar

Program Entry: Enrollment may occur during any term. Fall term is the start of the program course sequence.

Award: Associate of Applied Science degree

Description: The John Deere TECH program is designed to upgrade the technical competence and professional level of the incoming John Deere dealership technician. It is supported by John Deere Company and operated by NICC. You will receive classroom lecture and real life laboratory experiences on John Deere products at the Calmar campus and a unique opportunity to work at a John Deere dealership.

Each specialized subject is studied in the classroom and laboratory on campus, followed by related work experience at the dealership. Classroom instruction covers the basics as well as the latest developments in all John Deere agricultural and consumer products.

Program Admission: In addition to the College enrollment process outlined on page 24, applicants must secure a John Deere dealer sponsor prior to acceptance.

Program Requirements: Prior to the completion of Term 1, students are required to provide their program faculty with a copy of their First Aid/CPR certificate.

Minimum Credits: 78

Course Sequence:

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AGM:531</td>
<td>John Deere AMS/Implement Technology</td>
<td>3.5</td>
</tr>
<tr>
<td>AGM:532</td>
<td>John Deere Fundamentals and Safety</td>
<td>3.5</td>
</tr>
<tr>
<td>AGM:533</td>
<td>John Deere Combines</td>
<td>3.5</td>
</tr>
<tr>
<td>AGM:536</td>
<td>John Deere Electrical/Electronics I</td>
<td>3.5</td>
</tr>
<tr>
<td>ENG:105</td>
<td>Composition I OR</td>
<td>3.0</td>
</tr>
<tr>
<td>COM:723</td>
<td>Workplace Communications</td>
<td>3.0</td>
</tr>
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</table>

*SDV:179 | The College Experience              | 3.0     |

<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AGM:534</td>
<td>John Deere Hydraulics I</td>
<td>3.5</td>
</tr>
<tr>
<td>AGM:807</td>
<td>John Deere Internship I</td>
<td>8.0</td>
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<table>
<thead>
<tr>
<th>Summer</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>AGM:516</td>
<td>John Deere Heating and Air Conditioning</td>
<td>2.0</td>
</tr>
<tr>
<td>AGM:535</td>
<td>John Deere Hydraulics II</td>
<td>3.5</td>
</tr>
<tr>
<td>AGM:538</td>
<td>John Deere Power Train</td>
<td>5.5</td>
</tr>
<tr>
<td>PSY:111</td>
<td>Intro to Psychology OR</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY:112</td>
<td>Psychology of Human Relations</td>
<td>3.0</td>
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<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGM:542</td>
<td>John Deere Information Technology</td>
<td>3.5</td>
</tr>
<tr>
<td>AGM:808</td>
<td>John Deere Internship II</td>
<td>8.0</td>
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</table>

John Deere TECH
LARGE ANIMAL VETERINARY TECHNICIAN

**Course Sequence**

**Fall**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AGS:218 Domestic Animal Physiology</td>
<td>4.0</td>
</tr>
<tr>
<td>AGV:121 Veterinary Medical Terminology</td>
<td>2.0</td>
</tr>
<tr>
<td>AGV:246 Large Animal Diagnostics</td>
<td>2.0</td>
</tr>
<tr>
<td>AGV:267 Dosage Calculations for Veterinary Technicians</td>
<td>1.0</td>
</tr>
<tr>
<td>BIO:112 General Biology I OR</td>
<td>4.0</td>
</tr>
<tr>
<td>BIO:113 General Biology II</td>
<td>4.0</td>
</tr>
<tr>
<td>CHM:110 Intro to Chemistry OR</td>
<td>3.0</td>
</tr>
<tr>
<td>CHM:160 Chemistry I</td>
<td>3.0</td>
</tr>
<tr>
<td>SDV:179 The College Experience</td>
<td>3.0</td>
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**Spring**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGS:224 Companion Animal Science</td>
<td>3.0</td>
</tr>
<tr>
<td>AGS:242 Animal Health</td>
<td>3.0</td>
</tr>
<tr>
<td>AGV:140 Veterinary Pharmacology</td>
<td>3.0</td>
</tr>
<tr>
<td>AGV:220 Veterinary Clinics</td>
<td>2.0</td>
</tr>
<tr>
<td>AGV:948 Special Projects</td>
<td>1.0</td>
</tr>
<tr>
<td>BIO:183 Microbiology</td>
<td>3.0</td>
</tr>
<tr>
<td>BIO:184 Microbiology Lab</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG:105 Composition I</td>
<td>3.0</td>
</tr>
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**Summer**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGV:930 *Industrial Veterinary Technician Internship</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Fall**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGS:331 Animal Reproduction</td>
<td>3.0</td>
</tr>
<tr>
<td>AGS:334 Applied Reproductive Techniques</td>
<td>2.0</td>
</tr>
<tr>
<td>AGV:136 Veterinary Reception and Administration Skills</td>
<td>2.0</td>
</tr>
<tr>
<td>AGV:180 Veterinary Radiology</td>
<td>2.0</td>
</tr>
<tr>
<td>AGV:248 Surgery and Anesthesia for Veterinary Technicians</td>
<td>2.0</td>
</tr>
<tr>
<td>AGV:266 Advanced Veterinary Nursing Care</td>
<td>2.0</td>
</tr>
<tr>
<td>AGV:950 Special Projects II</td>
<td>1.0</td>
</tr>
<tr>
<td>**Psychology Elective (transfer-level)</td>
<td>3.0</td>
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</table>

**Spring**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGS:319 Animal Nutrition</td>
<td>3.0</td>
</tr>
<tr>
<td>AGV:111 Small Animal Laboratory Techniques</td>
<td>2.0</td>
</tr>
<tr>
<td>AGV:184 Lab Animal Medicine</td>
<td>2.0</td>
</tr>
<tr>
<td>AGV:247 Large Animal Imaging and Surgery</td>
<td>2.0</td>
</tr>
<tr>
<td>AGV:931 Clinical Veterinary Technician Internship</td>
<td>2.0</td>
</tr>
<tr>
<td>AGV:951 VTNE Review</td>
<td>1.0</td>
</tr>
<tr>
<td>SPC:112 Public Speaking</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Note:** AGV:930 is subject to Iowa State University’s schedule and will be held every-other-year.

**Electives:**

Psychology Elective: PSY:112 recommended

*This Associate of Applied Science degree program requires a minimum of 15 credits of transfer-level general education electives from Communication, Humanities, Math, Science or Social Science. Three of these hours can include SDV:179 The College Experience. If The College Experience course is waived or transfers in for less than three credits, an additional general education elective is required.

**Electives:**

### PROGRAMS OF STUDY

#### LEGAL ASSISTANT

**Campus Location**: Peosta  
**Program Entry**: Enrollment may occur during any term. Fall term is the start of the program course sequence  
**Award**: Associate of Applied Science degree  
**Description**: Every provider of legal services requires the assistance of qualified professionals. Legal assistants work with attorneys in the preparation of documents and cases for trial. Qualified legal assistants are needed wherever lawyers represent clients. Superior graduates find employment with private firms and corporate legal departments.  

This program is designed to prepare you for employment as a legal assistant. You will receive substantive instruction on legal concepts and procedures as well as simulated "real world" training that will stimulate the development of the important abilities needed for success. Students are encouraged to develop the oral and written communication skills that are indispensable for success in this challenging field.  

**Enrollment Process**: See page 22 under Enrollment Process.  
**Minimum Credits**: 65  

**Legal Assistant Course Sequence**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADM:116</td>
<td>Keyboarding II</td>
<td>3.0</td>
</tr>
<tr>
<td>BCA:212</td>
<td>Intro to Computer Business Applications</td>
<td>3.0</td>
</tr>
<tr>
<td>ENG:105</td>
<td>Composition I</td>
<td>3.0</td>
</tr>
<tr>
<td>LGL:112</td>
<td>Intro to Paralegal Studies</td>
<td>3.0</td>
</tr>
<tr>
<td>LGL:115</td>
<td>Legal and Medical Terminology</td>
<td>2.0</td>
</tr>
<tr>
<td>*SDV:179</td>
<td>The College Experience</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCA:213</td>
<td>Intermediate Computer Business Technology</td>
<td>3.0</td>
</tr>
<tr>
<td>BUS:121</td>
<td>Business Communications</td>
<td>3.0</td>
</tr>
<tr>
<td>CRJ:100</td>
<td>Intro to Criminal Justice</td>
<td>3.0</td>
</tr>
<tr>
<td>LGL:153</td>
<td>Legal Assistant - Legal Writing/Research</td>
<td>4.0</td>
</tr>
<tr>
<td>LGL:250</td>
<td>Family Law</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ:131</td>
<td>Criminal Law and Procedure</td>
<td>3.0</td>
</tr>
<tr>
<td>LGL:130</td>
<td>Legal Assistant - Probate/Real Estate</td>
<td>3.0</td>
</tr>
<tr>
<td>LGL:180</td>
<td>Torts and Litigation</td>
<td>3.0</td>
</tr>
<tr>
<td>LGL:191</td>
<td>Legal Assistant - Taxation</td>
<td>2.0</td>
</tr>
<tr>
<td>PHI:105</td>
<td>Intro to Ethics</td>
<td>3.0</td>
</tr>
<tr>
<td>POL:111</td>
<td>American National Government</td>
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<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADM:148</td>
<td>Transcription</td>
<td>2.0</td>
</tr>
<tr>
<td>CRJ:230</td>
<td>Evidence</td>
<td>3.0</td>
</tr>
<tr>
<td>LGL:170</td>
<td>Legal Assistant - Litigation</td>
<td>3.0</td>
</tr>
<tr>
<td>SDV:219</td>
<td>Professionalism</td>
<td>4.0</td>
</tr>
<tr>
<td>**</td>
<td>Math/Science Elective</td>
<td>3.0</td>
</tr>
</tbody>
</table>

*This Associate of Applied Science degree program requires a minimum of 15 credits of transfer-level general education electives from Communication, Humanities, Math, Science or Social Science. Three of these hours can include SDV:179 The College Experience. If The College Experience course is waived or transfers in for less than three credits, an additional general education elective is required.  

### MARKETING MANAGEMENT

**Campus Location**: Peosta  
**Program Entry**: Enrollment may occur during any term. Fall term is the start of the program course sequence  
**Award**: Associate of Applied Science degree  
**Description**: Marketing management personnel must work effectively with all people. In addition, they must be adept at analyzing people’s reactions to a variety of situations and govern their actions accordingly. An effective manager needs to be proficient in planning, organizing, directing and evaluating business activities. Oral and written communications play a vital role in transmitting product and management ideas to customers, employees and supervisors.  

The program of study combines classroom work and on-the-job training to teach skills needed in business operation and management functions. After graduation you may seek employment as an owner, operator or assistant manager in retail operations, management trainee in an industrial setting, personnel manager or another mid-management position.  

This program combines classroom work and on-the-job training to teach skills needed in retail operation and management functions. You can seek employment as an owner/operator, assistant manager in retail operations, management trainee in an industrial setting, personnel manager and many other management positions.  

**Enrollment Process**: See page 22 under Enrollment Process.  
**Minimum Credits**: 74  

**Course Sequence**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCA:212</td>
<td>Intro to Computer Business Applications</td>
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</tr>
<tr>
<td>BUS:103</td>
<td>Intro to Business</td>
<td>4.0</td>
</tr>
<tr>
<td>MAT:102</td>
<td>Intermediate Algebra</td>
<td>4.0</td>
</tr>
<tr>
<td>MKT:140</td>
<td>Principles of Selling</td>
<td>3.0</td>
</tr>
<tr>
<td>SDV:179</td>
<td>The College Experience</td>
<td>3.0</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG:105</td>
<td>Composition I</td>
<td>3.0</td>
</tr>
<tr>
<td>MKT:110</td>
<td>Principles of Marketing</td>
<td>3.0</td>
</tr>
<tr>
<td>MKT:150</td>
<td>Principles of Advertising</td>
<td>3.0</td>
</tr>
<tr>
<td>MKT:183</td>
<td>Customer Service Strategies</td>
<td>3.0</td>
</tr>
<tr>
<td>MKT:275</td>
<td>Marketing Occupational Experiences I</td>
<td>2.0</td>
</tr>
<tr>
<td>SDV:135</td>
<td>Job Seeking Skills</td>
<td>1.0</td>
</tr>
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</table>
### Medical Assistant

**Campus Location:** Calmar, Peosta

**Program Entry:** Enrollment may occur during any term. Fall term is the start of the program course sequence

**Award:** Diploma

**Description:** Medical Assistants are allied health professionals who perform administrative and clinical functions that support the services of physicians and other health practitioners in a medical office setting. Duties vary depending on the practice and scope of practice in the state. Clinical duties can include collecting and preparing laboratory specimens, performing basic laboratory tests, sterilizing medical equipment, doing blood draws, taking electrocardiograms and preparing patients for x-rays. Administrative functions include patient scheduling, patient registration, performing billing services and purchasing and maintaining supplies. Medical Assistants, if directed by a physician and state law, might instruct patients about medications and special diets, prepare and administer medications, authorize drug refills and telephone prescriptions to a pharmacy.

The goal of the Medical Assistant program is to prepare competent entry-level medical assistants in the cognitive, psychomotor and affective learning domains. Upon successful completion of the program, you are eligible to take the national credentialing exam offered by the American Association of Medical Assistants (AAMA) to become a Certified Medical Assistant (CMA).

The Medical Assistant program is accredited by the Commission on Accreditation for Allied Health Education Programs (CAAEHP), www.caahep.org.

**Program Admission** In addition to the College enrollment process outlined on page 24, applicants must achieve a minimum ACCUPLACER® reading score of 70 and a minimum ALEKS® score of 15. ACT® or ACT Compass® scores are also acceptable.

**Academic Requirements:** Students enrolled in health occupations programs must complete all required coursework with a "C" grade or above and earn a minimum 2.0 grade point average to graduate from the program.

**Program Requirements** The College has contracted the services of Castle Branch to review and monitor background checks, health records, training requirements and drug testing. Students will submit the following documentation to their website prior to the designated date:

- **Background check** - includes a nationwide criminal history search and child, dependent adult and sex offender registry checks. Background checks will be evaluated per NICC’s Background Check policy. Clinical participation is dependent on this evaluation.
- **Health records** - physical and immunizations (MMR, varicella, Hepatitis B, 2 step TB, Tdap and influenza).
- **Training - CPR** (American Heart Association Health Care Provider or American Red Cross Professional Rescuer), mandatory reporter of child and dependent adult abuse, HIPAA and blood borne pathogens.
- **Drug testing** - prior to clinical participation, random, post incident/accident and suspicion. Students are required to be substance free throughout the program.
- **Health insurance** - students are required to maintain health insurance throughout the program.

In addition to the above listed requirements, students must maintain these requirements throughout the program. Failure to remain compliant will result in denial for clinical participation. Clinical participation is required for program completion.

Students must be aware of the physical demands during the practicum course. Daily activities require bending, stooping, reaching, squatting, pushing and pulling in all directions. You will be asked to lift and carry objects weighing up to a minimum of 50 pounds and also shared weight. Clinical tasks can include repetitive actions, such as simple and firm grasping and fine manipulation and walking, including stair stepping. You may also be in contact with communicable disease and chemical/bio hazardous material and odors.

**Class Hours** Classes are scheduled at the campus and include lab hours. After completion of required prerequisite coursework, a practicum experience is scheduled in a clinical setting for six weeks/fourty hours per week. This is a total of 240 hours unpaid practicum experience.

**Minimum Credits:** 41.5

**Course Sequence**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO:158</td>
<td>Basic Anatomy and Physiology</td>
<td>2.0</td>
</tr>
<tr>
<td>BIO:160</td>
<td>Basic Anatomy and Physiology Lab</td>
<td>1.0</td>
</tr>
<tr>
<td>HIT:320</td>
<td>Health Records Management</td>
<td>2.0</td>
</tr>
<tr>
<td>HSC:117</td>
<td>Basic Medical Terminology</td>
<td>2.5</td>
</tr>
<tr>
<td>MAP:111</td>
<td>Medical Office Management I</td>
<td>3.0</td>
</tr>
<tr>
<td>MAP:353</td>
<td>Clinical Procedures I</td>
<td>4.0</td>
</tr>
<tr>
<td>MAP:401</td>
<td>Medical Law and Ethics</td>
<td>1.0</td>
</tr>
<tr>
<td>SDV:179</td>
<td>The College Experience</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIT:210</td>
<td>Basic Medical Insurance and Coding</td>
<td>2.0</td>
</tr>
<tr>
<td>MAP:358</td>
<td>Clinical Procedures II</td>
<td>5.0</td>
</tr>
<tr>
<td>MAP:431</td>
<td>Human Relations</td>
<td>1.0</td>
</tr>
<tr>
<td>MAP:501</td>
<td>Math for Medications</td>
<td>1.0</td>
</tr>
<tr>
<td>MAP:512</td>
<td>Medical Assisting Pharmacology</td>
<td>2.0</td>
</tr>
<tr>
<td>MAP:532</td>
<td>Human Body: Health and Disease</td>
<td>3.0</td>
</tr>
<tr>
<td>COM:723</td>
<td>Workplace Communications</td>
<td>3.0</td>
</tr>
</tbody>
</table>
**Programs of Study**

**Medical Assistant Course Sequence Continued:**

<table>
<thead>
<tr>
<th>Summer</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAP:622</td>
<td>Medical Assistant Practicum</td>
<td>6.0</td>
</tr>
</tbody>
</table>

Note: Students are required to take some courses in an online or hybrid format.

**Medical Laboratory Technician**

**Campus Location:** Calmar, Peosta

**Program Entry:** Enrollment may occur during any term. Fall term is the start of the program course sequence.

**Award:** Associate of Applied Science degree from Hawkeye Community College (HCC)

**Description:** The Medical Laboratory Technician (MLT) program offers you the opportunity to take two semesters of study at NICC and then a summer term and one semester at Hawkeye Community College (HCC) in Waterloo before completing the 24-week clinical internship. NICC is an academic affiliate of the MLT program at HCC.

The Medical Laboratory Technician program prepares you to work under supervision of a medical technologist, pathologist or other qualified physician in a medical laboratory. A technician performs tests that aid in the diagnosis and treatment of disease.

Upon completion of the prescribed curriculum, the student is awarded an AAS degree from HCC and is eligible for the national board examination through the American Society of Clinical Pathology. The Medical Laboratory Technician program at HCC is accredited by the National Accrediting Agency for Clinical Laboratory Science.

**Program Admission:** In addition to the College enrollment process outlined on page 24, applicants must apply for admission at Hawkeye Community College, www.hawkeyecollege.edu/admissions.

**Academic Requirements:** Students enrolled in health occupations programs must complete all required coursework with a “C” grade or above and earn a minimum 2.0 grade point average to graduate from the program.

**Program Requirements:** Current physical and immunization records are required prior to the start of the clinical laboratory courses. You may also be required to complete a criminal record/child and adult abuse registry check for some clinical affiliations. A positive report may prevent you from attendance in clinical and completion of the program. You may be required to take preparatory courses in math, biology and chemistry prior to entering college courses. Students are subject to meeting all clinical requirements established by HCC.

**Certification/Licensure:** Program graduates may take a national certification examination. Because of the increased demand for laboratory services, certified workers are needed in hospital laboratories, clinics, physicians’ offices, public health agencies, research institutions and the armed forces. Upon graduation, you may also continue your education at a four-year institution to become a medical technologist.

Essential requirements for MLTs are provided so that potential applicants can independently evaluate their own ability to fulfill the expected requirements of an MLT. See Essential Requirements at www.hawkeyecollege.edu.

**Minimum Credits:** 29 plus HCC coursework

**Course Sequence**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO:168</td>
<td>Human Anatomy and Physiology I w/Lab</td>
<td>4.0</td>
</tr>
<tr>
<td>CHM:110</td>
<td>Intro to Chemistry</td>
<td>3.0</td>
</tr>
<tr>
<td>CHM:111</td>
<td>Intro to Chemistry Lab</td>
<td>1.0</td>
</tr>
<tr>
<td>HIT:140</td>
<td>Medical Terminology</td>
<td>4.0</td>
</tr>
<tr>
<td>MLT:101</td>
<td>*Intro to Lab Science</td>
<td>2.0</td>
</tr>
<tr>
<td>SPC:112</td>
<td>Public Speaking</td>
<td>3.0</td>
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<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO:173</td>
<td>Human Anatomy and Physiology II w/Lab</td>
<td>4.0</td>
</tr>
<tr>
<td>BIO:183</td>
<td>Microbiology</td>
<td>3.0</td>
</tr>
<tr>
<td>BIO:184</td>
<td>Microbiology Lab</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG:105</td>
<td>Composition I</td>
<td>3.0</td>
</tr>
<tr>
<td>MLT:120</td>
<td>*Urinalysis</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY:111</td>
<td>Intro to Psychology OR</td>
<td>3.0</td>
</tr>
<tr>
<td>SOC:110</td>
<td>Intro to Sociology</td>
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Summer session and second year are completed with Hawkeye Community College (HCC)

<table>
<thead>
<tr>
<th>Summer</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>MLT:110</td>
<td>*Fundamental Lab Techniques</td>
<td>3.0</td>
</tr>
<tr>
<td>MLT:130</td>
<td>*Hematology</td>
<td>3.0</td>
</tr>
<tr>
<td>MLT:250</td>
<td>*Clinical Microbiology</td>
<td>4.0</td>
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</table>

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLT:230</td>
<td>*Advanced Hematology</td>
<td>3.0</td>
</tr>
<tr>
<td>MLT:233</td>
<td>*Hemostasis and Thrombosis</td>
<td>2.0</td>
</tr>
<tr>
<td>MLT:240</td>
<td>*Clinical Chemistry I</td>
<td>7.0</td>
</tr>
<tr>
<td>MLT:252</td>
<td>*Parasitology</td>
<td>1.0</td>
</tr>
<tr>
<td>MLT:260</td>
<td>*Immunohematology I</td>
<td>4.0</td>
</tr>
<tr>
<td>MLT:270</td>
<td>*Immunology and Serology</td>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLT:285</td>
<td>*Clinical Practicum: Chemistry</td>
<td>4.0</td>
</tr>
<tr>
<td>MLT:287</td>
<td>*Clinical Practicum: Hematology</td>
<td>4.0</td>
</tr>
<tr>
<td>MLT:288</td>
<td>*Clinical Practicum: Microbiology</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLT:283</td>
<td>*Clinical Practicum: Urinalysis</td>
<td>1.0</td>
</tr>
<tr>
<td>MLT:284</td>
<td>*Clinical Practicum: Immunohematology</td>
<td>2.0</td>
</tr>
<tr>
<td>MLT:286</td>
<td>*Clinical Practicum: Immunology and Serology</td>
<td>1.0</td>
</tr>
<tr>
<td>MLT:291</td>
<td>*Lab Survey and Review</td>
<td>1.0</td>
</tr>
</tbody>
</table>

*Course taken through HCC

Note: Term One: BIO:163 may be taken at HCC in place of BIO:168 at NICC. Term Two: BIO:113 or CHM:132 may be taken at HCC in place of BIO:173 at NICC.
MOBILE APPLICATION DEVELOPMENT: COMPUTER ANALYST

Campus Location: Peosta

Program Entry: Enrollment may occur during any term. Fall term is the start of the program course sequence

Award: Certificate

Description: The Mobile Application Development certificate is designed to provide individuals with no prior computer programming experience an entry-point into the field of application development for mobile devices. The dramatic expansion of mobile devices in the workforce and at home has caused a sharp increase in the demand for mobile app developers. This certificate covers the basic fundamentals of developing applications to run on a variety of mobile devices. Upon completion, students will be able to develop applications for the android and the iOS platforms. Skills needed to distribute and market mobile apps using current business strategies for the mobile environment are also covered.


Academic Requirements: To graduate from this program, students must complete all required coursework with a "C-" grade or above and earn a minimum 2.0 grade point average.

Minimum Credits: 21

Course Sequence

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CIS:101</td>
<td>Computer Ethics</td>
<td>3.0</td>
</tr>
<tr>
<td>CIS:122</td>
<td>Programming Logic and Design</td>
<td>3.0</td>
</tr>
<tr>
<td>CIS:171</td>
<td>Java</td>
<td>3.0</td>
</tr>
<tr>
<td>CIS:177</td>
<td>iOS Programming</td>
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<table>
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<tr>
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<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDT:101</td>
<td>Survey of Mobile Development Technologies</td>
<td>3.0</td>
</tr>
<tr>
<td>MDT:110</td>
<td>Android Applications Development I</td>
<td>3.0</td>
</tr>
<tr>
<td>MDT:120</td>
<td>Apple Applications Development I</td>
<td>3.0</td>
</tr>
</tbody>
</table>

NETWORKING ADMINISTRATION AND TECH SUPPORT: COMPUTER ANALYST

Campus Location: Peosta

Program Entry: Enrollment may occur during any term. Fall term is the start of the program course sequence

Award: Associate of Applied Science degree

Description: The Computer Analyst program offers two AAS options: Business and Web Programming and Networking Administration and Tech Support. The common core provides you with the flexibility of changing options at the conclusion of your first semester. Combining robust technical skills with strong communication skills is important to successfully prepare for employment in today’s computer industry. The program is designed to prepare you for a position as an application programmer, maintenance programmer, web designer or web developer, technical support person, microcomputer consultant, trainer, networking administrator or network support person.


Academic Requirements: To graduate from this program, students must complete all required coursework with a "C-" grade or above and earn a minimum 2.0 grade point average.

Minimum Credits: 69

Course Sequence

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS:101</td>
<td>Computer Ethics</td>
<td>3.0</td>
</tr>
<tr>
<td>CIS:122</td>
<td>Programming Logic and Design</td>
<td>3.0</td>
</tr>
<tr>
<td>CIS:197</td>
<td>Fundamentals of Web Design</td>
<td>3.0</td>
</tr>
<tr>
<td>CIS:450</td>
<td>Project Lead the Way® - Computer Science Principles</td>
<td>3.0</td>
</tr>
<tr>
<td>*SDV:179</td>
<td>The College Experience</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS:115</td>
<td>Intro to Large Computer Systems</td>
<td>1.0</td>
</tr>
<tr>
<td>CIS:207</td>
<td>Fundamentals of Web Programming</td>
<td>3.0</td>
</tr>
<tr>
<td>CIS:242</td>
<td>Information Security</td>
<td>3.0</td>
</tr>
<tr>
<td>ENG:105</td>
<td>Composition I</td>
<td>3.0</td>
</tr>
<tr>
<td>NET:156</td>
<td>Operating Systems</td>
<td>3.0</td>
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<tr>
<td>NET:725</td>
<td>Networking Essentials</td>
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<table>
<thead>
<tr>
<th>Summer</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPC:112</td>
<td>Public Speaking</td>
<td>3.0</td>
</tr>
<tr>
<td>**Psychology Elective</td>
<td></td>
<td>3.0</td>
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<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS:303</td>
<td>Intro to Database</td>
<td>3.0</td>
</tr>
<tr>
<td>CIS:505</td>
<td>Structured Systems Analysis</td>
<td>4.0</td>
</tr>
<tr>
<td>NET:103</td>
<td>Troubleshooting</td>
<td>3.0</td>
</tr>
<tr>
<td>NET:318</td>
<td>Windows Server and Workstation</td>
<td>3.0</td>
</tr>
<tr>
<td>NET:684</td>
<td>TCP/IP for Networking</td>
<td>4.0</td>
</tr>
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<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CIS:649</td>
<td>PC Clinic</td>
<td>2.0</td>
</tr>
<tr>
<td>NET:153</td>
<td>Advanced Networking</td>
<td>4.0</td>
</tr>
<tr>
<td>NET:453</td>
<td>UNIX</td>
<td>3.0</td>
</tr>
<tr>
<td>NET:946</td>
<td>Seminar</td>
<td>3.0</td>
</tr>
<tr>
<td>**Math Elective</td>
<td></td>
<td>3.0</td>
</tr>
</tbody>
</table>

* This Associate of Applied Science degree program requires a minimum of 15 credits of transfer-level general education electives from Communication, Humanities, Math, Science or Social Science. Three of these hours can include SDV:179 The College Experience. If The College Experience course is waived or transfers in for less than three credits, an additional general education elective is required.

**Electives:

NURSING - ASSOCIATE DEGREE NURSING

Campus Locations: Calmar, Peosta

Program Entry: Enrollment may occur during any term. Fall and Spring terms are the start of the program course sequence

Award: Associate of Applied Science

Description: The Associate Degree Nursing program prepares you to assess, plan, implement and evaluate the healthcare needs of patients and clients. This comprehensive program includes specific nursing courses as well as core course requirements in the areas of communication, science, math and social science. Classroom activities are closely correlated with selected learning experiences in hospitals and other healthcare settings. After successful program completion, you are eligible to write the National Licensure Exam (NCLEX) to become a registered nurse. The program is approved by the Iowa Board of Nursing.

This program participates in a state-wide articulation program which facilitates transfer of ADN graduates to four-year institutions within Iowa for the advanced study of nursing.

Nursing courses with a clinical component may not be taken by a person who has been denied nursing licensure by a board of nursing; whose nursing license is currently probationary, suspended, surrendered or revoked in any U.S. jurisdiction; or whose nursing license/registration is currently probationary, suspended, surrendered or revoked in another country due to disciplinary action.

Program Admission: The ADN program is a ladder-concept program. In addition to the College enrollment process outlined on page 24, applicants must complete the HESI A2 admission assessment and achieve a score of 80 on both the reading and mathematics portions. The following courses must be completed with a grade of "C-" or above within five years from the date of application:

- BIO:168 Human Anatomy and Physiology I w/Lab
- BIO:173 Human Anatomy and Physiology II w/Lab
- PNN:200 Dosage Calculations
- PNN:270 Introduction to Nutrition

Once completed, students will be accepted into the Nursing program. Students who graduate from the NICC Practical Nursing program are eligible to complete the sophomore year to achieve an AAS in nursing. Students must meet the admission requirements for entry into the Associate Degree Nursing program. Admission requirements are: Cumulative GPA of 2.2 in all Practical Nursing core courses (as noted by *) and achieve a minimum score of 850 on the HESI PN Exit examination.

Advanced-standing students who are current LPNs can articulate into the sophomore year only after meeting program requirements. Advanced standing students must successfully complete the LPN to ADN Admission Assessment with a minimum score of 850 as an entry requirement to the ADN program. Also required are space availability and district wide head of Nursing approval. A licensed practical nurse seeking admission will need to provide proof of current license and complete ADN:232, BIO:168, BIO:173 and a life-span growth and development course prior to starting their sophomore year. The advanced-standing students will begin coursework with ADN:232. All nursing students are required to attend a program orientation prior to entrance into the program. Notification of dates and times will occur after acceptance to the Nursing program.

Introduction to Nursing Concepts is in term one of the Nursing program and is the first clinical course.

Academic Requirements: Students enrolled in health occupations programs must complete all required coursework with a "C-" grade or above and earn a minimum 2.0 grade point average to graduate from the program. PN students who plan to enter the NICC Associate Degree Nursing program must achieve a cumulative GPA of 2.2 in all Nursing core courses (as noted above by *) and achieve a minimum score of 850 on the HESI PN Exit examination as an admission requirement to progress into the ADN program.

Program Requirements: The College has contracted the services of CASTLE Branch to review and monitor background checks, health records, training requirements and drug testing. Students will submit the following documentation to their website prior to the designated date:

- Background check - includes a nationwide criminal history search and child, dependent adult and sex offender registry checks.
- Health records - physical and immunizations (MMR, varicella, Hepatitis B, 2 step TB, Tdap and influenza).
- Training - CPR (American Heart Association Health Care Provider or American Red Cross Professional Rescuer only), mandatory reporter of child and dependent adult abuse, HIPAA and blood borne pathogens.
- Drug testing - prior to clinical participation, random, post incident/ accident and suspicion. Students are required to be substance free throughout the program.
- Certification of completion of a minimum 75-hour Certified Nurse Aide (CNA) course from a community college or an approved CNA course provider
- Documentation of the written and skill competency test for the CNA registry

A student who fails to meet this deadline will forfeit his/her seat and it will be offered to another student. The student will then be placed at the bottom of the wait list.

In addition to meeting the above listed requirements upon admission, students must maintain these requirements throughout the program. Failure to remain compliant will result in denial for clinical participation. Clinical participation is required for program completion.

Background checks will be evaluated per NICC’s Program Compliance policy and by the Iowa Department of Human Services, if applicable. Clinical participation is dependent on this evaluation.

All students enrolled in a healthcare program will be required to complete a drug screen prior to entrance into a clinical rotation with a clinical affiliate. Random drug screens will also be conducted on students while enrolled in the program. Note: A positive report on the criminal, dependant adult abuse, child abuse background screening or drug screen may prevent you from acceptance into clinical and completion of the program.

Students are required to provide documentation of health insurance coverage. Please be aware of the following physical demands during your clinical education courses. Daily activities require bending, stooping, squatting, reaching, pushing and pulling in all directions. You will be asked to lift and carry objects weighing up to a minimum of 35 pounds and also shared weight. Clinical tasks require use of hands for repetitive action such as simple and firm grasping and fine manipulation and walking, including stair stepping. You may also be in contact with communicable diseases and chemical/biohazardous materials and odors. For clinical assessments, visual and hearing acuity is essential. Travel to clinical sites in outlying areas is required at times throughout the program. Students are responsible for any travel costs. You will need to show proof of high school graduation or equivalent prior to taking the NCLEX licensure exam. The Iowa Board of Nursing will no longer review criminal history prior to application for licensure. Students are required to complete each program level within three years.
Exit requirements: Students are required to pass the established benchmarks on the HESI exam in order to graduate from the program. The established benchmarks are stated in the annual District-Wide Policy and Procedure Manual for the Administration of Nursing Programs.

Continuing students who plan to enter the NICC Associate Degree Nursing program must achieve a cumulative GPA of 2.2 in all Nursing core courses (as noted by *) and achieve a minimum score of 850 on the HESI PN Exit examination as an admission requirement to progress into the ADN program.

Class Hours: Classes are scheduled two or three days per week on campus. Clinical experiences are scheduled the remaining days in hospitals, nursing homes and other healthcare settings and can occur on either the day or evening shift.

Minimum Credits 82 including nursing admission requirements

**Fall Entry Course Sequence**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG:105 Composition I</td>
<td>3.0</td>
</tr>
<tr>
<td>PNN:179 *Intro to Nursing Care of Adults I</td>
<td>3.0</td>
</tr>
<tr>
<td>PNN:183 *Intro to Nursing Concepts</td>
<td>6.0</td>
</tr>
<tr>
<td>PNN:204 Pharmacology Medications</td>
<td>1.0</td>
</tr>
<tr>
<td>PSY:121 Developmental Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>SDV:179 The College Experience</td>
<td>3.0</td>
</tr>
<tr>
<td>PNN:191 *Intro to Nursing Care of Adults II</td>
<td>6.0</td>
</tr>
<tr>
<td>PNN:242 *Intro to Maternal Child Health</td>
<td>3.5</td>
</tr>
<tr>
<td>PNN:246 *Application of the Practical Nurse Role</td>
<td>3.25</td>
</tr>
</tbody>
</table>

Note: LPN students entering 2nd level only are required to take:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ADN:232 Transitioning from Practice into Associate Degree Nursing</td>
<td>1.75</td>
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**Spring Course Title**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ADN:332 Intro to Associate Degree Nursing</td>
<td>3.5</td>
</tr>
<tr>
<td>ADN:470 Adv. Nursing Care of the Childbear Family</td>
<td>3.75</td>
</tr>
<tr>
<td>ADN:472 Adv. Nursing Care of Children AND</td>
<td>3.75</td>
</tr>
<tr>
<td>ADN:478 Psychiatric Nursing Care</td>
<td>5.0</td>
</tr>
<tr>
<td>PSY:11 Intro to Psychology</td>
<td>3.0</td>
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</table>

OR for students with Intro to Psychology completed:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADN:470 Adv. Nursing Care of the Childbear Family</td>
<td>2.0</td>
</tr>
<tr>
<td>ADN:472 Adv. Nursing Care of Children AND</td>
<td>2.0</td>
</tr>
<tr>
<td>ADN:478 Psychiatric Nursing Care OR</td>
<td>2.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADN:478 Psychiatric Nursing Care OR</td>
<td>2.5</td>
</tr>
<tr>
<td>ADN:470 Adv. Nursing Care of the Childbear Family</td>
<td>2.0</td>
</tr>
<tr>
<td>ADN:472 Adv. Nursing Care of Children AND</td>
<td>2.0</td>
</tr>
<tr>
<td>BIO:183 Microbiology</td>
<td>3.0</td>
</tr>
<tr>
<td>BIO:184 Microbiology Lab</td>
<td>1.0</td>
</tr>
<tr>
<td>ENG:106 Composition II</td>
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</table>

**Fall Course Title**

<table>
<thead>
<tr>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ADN:525 Adv. Nursing Care of Adults</td>
<td>10.25</td>
</tr>
<tr>
<td>SOC:110 Intro to Sociology</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Note: The following year rules exist for nursing program coursework. If exceeded, the course(s) will need to be repeated. Nursing courses identified with an ADN or PNN prefix and Anatomy and Physiology courses cannot be greater than five years old. Introduction to Psychology cannot be greater than ten years old.

**RN to BSN Coursework:** The Iowa state-wide articulation plan for nursing education allows Iowa community college credit from an ADN degree to be accepted in transfer for half (a total of 64 hours) of a Bachelors of Science in Nursing degree (BSN) at an Iowa college or university program. NICC has formal agreements with the following colleges: Emmaus Bible College, Clarke University, the University of Iowa, Upper Iowa University, Kaplan University, Allen College and Northwestern College in Iowa. Clarkson College in Nebraska, Central Methodist University in Missouri and Augsburg College in Minnesota have such programs, as do other schools in the state. There are also distance learning options around the country. Most require that you have attained your RN license. For further information, contact your NICC advisor.
Concurrent Enrollment Program Option (CEP): Students entering the NICC Nursing program and desiring to pursue a BSN (baccalaureate in nursing) degree have the option to apply for admission into the CEP offered in partnership with Upper Iowa University (UIU). Students must meet the academic qualifications of both the NICC and UIU programs. Students entering the NICC Nursing program at the PN level will participate fully in the NICC Nursing program and take online coursework through UIU at the same time. This maximizes the students’ time and financial investment and helps them to be prepared for nursing practice environments. Once prerequisite courses are completed, students will then complete their PN, ADN and BSN in four years. For more information, visit with an Academic Advisor.

NURSING - PRACTICAL NURSING

Campus Location: Calmar, Peosta

Program Entry: Enrollment may occur during any term. Fall and Spring terms are the start of the program course sequence

Award: Diploma

Description: This program of classroom, lab and clinical experience will prepare you for employment in hospitals, nursing homes and a variety of other healthcare facilities. The practical nurse gives nursing care to patients under the supervision of the registered nurse (RN) and assists RNs in providing care to patients in more complex situations. Following successful completion of the program, you are eligible to write the National Licensure Examination (NCLEX) to become a licensed practical nurse (LPN). The program is approved by the Iowa Board of Nursing.

Nursing courses with a clinical component may not be taken by a person who has been denied nursing licensure by a board of nursing; whose nursing license is currently suspended, surrendered or revoked in any U.S. jurisdiction; or whose nursing license/registration is currently suspended, surrendered or revoked in another country due to disciplinary action.

Program Admission: In addition to the College enrollment process outlined on page 24, applicants must complete the HESI A2 admission assessment and achieve a score of 80 on both the reading and mathematics portions. The following courses must be completed with a grade of “C-” or above within five years from the date of application:

- BIO:168 Human Anatomy and Physiology I w/Lab
- BIO:173 Human Anatomy and Physiology II w/Lab
- PNN:200 Dosage Calculations
- PNN:270 Introduction to Nutrition

Students may transfer into the freshman year only after transcript review, space availability and Director of Nursing approval. All nursing students are required to attend a program orientation prior to entrance into the program. Notification of dates and times will occur after acceptance to the Nursing program. In addition, the following requirements must be satisfied prior to term one of the NICC Nursing program.

Academic Requirements: Students who plan to enter the NICC Associate Degree Nursing program must achieve a cumulative GPA of 2.2 in all Nursing core courses (as noted above by *) and achieve a minimum score of 850 on the HESI PN Exit examination as an admission requirement to progress into the ADN program.

Program Requirements: The College has contracted the services of Castle Branch to review and monitor background checks, health records, training requirements and drug testing. Students will submit the following documentation to their website prior to the designated date:

- Background check - includes a nationwide criminal history search and child, dependent adult and sex offender registry checks.
- Health records - physical and immunizations (MMR, varicella, Hepatitis B, 2 step TB, Tdap and influenza).
- Training - CPR (American Heart Association Health Care Provider or American Red Cross Professional Rescuer only), mandatory reporter of child and dependent adult abuse, HIPAA and blood borne pathogens
- Drug testing - prior to clinical participation, random, post incident/accident and suspicion. Students are required to be substance free throughout the program.
- Certification of completion of a minimum 75-hour Certified Nurse Aide (CNA) course from a community college or an approved CNA course provider
- Documentation of the written and skill competency test for the CNA registry.

A student who fails to meet this deadline will forfeit his/her seat and it will be offered to another student. The student will then be placed at the bottom of the wait list.

In addition to meeting the above listed requirements upon admission, students must maintain these requirements throughout the program. Failure to remain compliant will result in denial for clinical participation. Clinical participation is required for program completion.

Note: Background checks will be evaluated per NICC’s Program Compliance policy and by the Iowa Department of Human Services, if applicable. Clinical participation is dependent on this evaluation.

All students enrolled in a healthcare program will be required to complete a drug screen prior to entrance into a clinical rotation with a clinical affiliate. Random drug screens will also be conducted on students while enrolled in the program.

Note: A positive report on the criminal, dependant adult abuse, child abuse background screening or drug screen may prevent you from acceptance into clinical and completion of the program.

Students may be required to provide documentation of health insurance coverage. Please be aware of the following physical demands during your clinical education courses. Daily activities require bending, stooping, squatting, reaching, pushing and pulling in all directions. You will be asked to lift and carry objects weighing up to a minimum of 35 pounds and also shared weight. Clinical tasks require use of hands for repetitive action, such as simple and firm grasping and fine manipulation and walking, including stair stepping. You may also be in contact with communicable diseases and chemical/biohazardous materials and odors. For clinical assessments, visual and hearing acuity is essential. Travel to clinical sites in outlying areas is required at times throughout the program. Students are responsible for any travel costs. You will need to show proof of high school graduation or equivalent prior to taking the NCLEX licensure exam. The Iowa Board of Nursing will no longer review criminal history prior to application for licensure.

Exit requirement: Students are required to pass the established benchmarks on the HESI exam in order to graduate from the program. The established benchmarks are stated in the annual District-Wide Policy and Procedure Manual for the Administration of Nursing Programs.

Class Hours: Classes are scheduled two or three days a week at the campus. Clinical experiences are scheduled the remaining days in hospitals, nursing homes and other care settings and can occur on either the day or evening shift.

Minimum Credits: 42.75 including nursing admission requirements.
## Academic Requirements:

Students enrolled in health occupations programs must complete all required coursework with a "C" grade or above and earn a minimum 2.0 grade point average to graduate from the program.

## Program Requirements:

The College has contracted the services of Castle Branch to review and monitor background checks, health records, training requirements and drug testing. Students will submit the following documentation to their website prior to the designated date:

- Background check - includes a nationwide criminal history search and child, dependent adult and sex offender registry checks. Background checks will be evaluated per NICC’s Background Check policy and by the Iowa Bureau of EMS. Clinical participation is dependent on this evaluation.
- Health records - physical and immunizations (MMR, varicella, Hepatitis B, 2 step TB, Tdap and influenza).
- Training - CPR (American Heart Association Health Care Provider or American Red Cross Professional Rescuer), mandatory reporter of child and dependent adult abuse, HIPAA and blood borne pathogens.
- Drug testing - prior to clinical participation, random, post incident/accident and suspicion. Students are required to be substance free throughout the program.
- Health insurance - students are required to maintain health insurance throughout the program.
- Iowa EMT certification

In addition to meeting the above listed requirements, students must maintain these requirements throughout the program. Failure to remain compliant will result in denial for clinical participation. Clinical participation is required for program completion.

### Minimum Credits: 64

## Course Sequence

### Fall/Spring

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Composition I</td>
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</tr>
<tr>
<td>PNN:191 Intro to Nursing Care of Adults I</td>
<td>3.0</td>
</tr>
<tr>
<td>PNN:183 Intro to Nursing Concepts</td>
<td>6.0</td>
</tr>
<tr>
<td>PNN:204 Pharmacology Medications</td>
<td>1.0</td>
</tr>
<tr>
<td>PSY:121 Developmental Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>SDV:179 The College Experience</td>
<td>3.0</td>
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</table>

### Spring/Fall

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<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PNN:191 Intro to Nursing Care of Adults II</td>
<td>6.0</td>
</tr>
<tr>
<td>PNN:242 Intro to Maternal Child Health</td>
<td>3.5</td>
</tr>
<tr>
<td>PNN:246 Application of the Practical Nurse Role</td>
<td>3.25</td>
</tr>
</tbody>
</table>

Note: The following year rules exist for nursing program coursework. If exceeded, the course(s) will need to be repeated. Nursing courses identified with a PNN prefix and Anatomy and Physiology courses cannot be greater than five years old.

**Concurrent Enrollment Program Option (CEP):** See Nursing - Associate Degree Nursing

### PARAMEDIC (AAS)

#### Campus Location: Peosta

#### Program Entry:

Enrollment may occur during any term. Fall term is the start of the program course sequence.

#### Award: Associate of Applied Science degree

#### Description:

Emergency medical technician-paramedics, working under the direction of a physician (often through radio communication), recognize, assess and manage medical emergencies of acutely ill or injured patients in pre-hospital and emergency care settings. EMT-paramedics work principally in advanced life-support units and ambulance services under medical supervision and direction. Some EMT-paramedics are employed by community fire and/or police departments, work for private companies or may be community volunteers.

The goal of the Paramedic program is to prepare competent entry-level paramedics in the cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency Medical Technician and/or Emergency Medical Responder levels.

Paramedics work with other highly trained individuals to provide quality emergency care. While working closely with other highly trained professionals, paramedics expedite quality emergency care to critically ill and injured patients. Paramedic training includes classroom instruction, clinical instruction and field training.

The NICC Paramedic program meets all requirements as outlined in the United States Department of Transportation and the Emergency Medical Technician - Paramedic National Standard Curriculum. The NICC Paramedic program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

#### Program Admission:

In addition to the College enrollment process outlined on page 24, applicants must have a current State of Iowa EMT certification and achieve a minimum ACCUPLACER® reading score of 70. ACT® or ACT Compass® scores are also acceptable.

### Program Requirements:

- Health insurance - students are required to maintain health insurance throughout the program.
- Iowa EMT certification

In addition to meeting the above listed requirements, students must maintain these requirements throughout the program. Failure to remain compliant will result in denial for clinical participation. Clinical participation is required for program completion.

### Minimum Credits: 64

#### Course Sequence

### Fall

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO:158 Basic Anatomy and Physiology</td>
<td>2.0</td>
</tr>
<tr>
<td>BIO:160 Basic Anatomy and Physiology Lab</td>
<td>1.0</td>
</tr>
<tr>
<td>EMS:270 Paramedic Level I</td>
<td>12.0</td>
</tr>
<tr>
<td>SDV:179 The College Experience</td>
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### Spring

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EMS:271 Paramedic Level II</td>
<td>16.0</td>
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<tr>
<td>ENG:105 Composition I</td>
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### Summer

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<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMS:272 Paramedic Level III</td>
<td>11.0</td>
</tr>
<tr>
<td>SPC:112 Public Speaking</td>
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### Fall

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO:157 Human Biology</td>
<td>4.0</td>
</tr>
<tr>
<td>PSY:111 Intro to Psychology OR</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY:112 Psychology of Human Relations</td>
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</tbody>
</table>

### Electives:

- General Education Electives: Transfer-level ART, ASL, BIO, CHM, CLS, COM, DRA, ECN, ENG, ENV, FL5, GEO, HIS, HUM, LIT, MAT, MUS, PHI, PH5, POL, PSY, REL, SOC, SPC.
PARAMEDIC (DIPLOMA)

Campus Location: Peosta

Program Entry: Enrollment may occur during any term. Fall term is the start of the program course sequence

Award: Diploma

Description: See Paramedic - AAS

Enrollment Process: See Paramedic - AAS

Academic Requirements: See Paramedic - AAS

Program Requirements: See Paramedic - AAS

Minimum Credits: 48

Course Sequence

<table>
<thead>
<tr>
<th>Fall Course Title</th>
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<tbody>
<tr>
<td>BIO:158 Basic Anatomy and Physiology</td>
<td>2.0</td>
</tr>
<tr>
<td>BIO:160 Basic Anatomy and Physiology Lab</td>
<td>1.0</td>
</tr>
<tr>
<td>EMS:270 Paramedic Level I</td>
<td>12.0</td>
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<tr>
<td>SDV:179 The College Experience</td>
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<table>
<thead>
<tr>
<th>Spring Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMS:271 Paramedic Level II</td>
<td>16.0</td>
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<table>
<thead>
<tr>
<th>Summer Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EMS:272 Paramedic Level III</td>
<td>11.0</td>
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<tr>
<td>* Communication Elective</td>
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*Electives:

Communication Electives: ENG:105, ENG:106, SPC:112

PRECISION AGRICULTURE: AG. BUSINESS

Campus Location: Calmar

Program Entry: Enrollment may occur during any term. Fall term is the start of the program course sequence

Award: Certificate

Description: One of the greatest changes that has taken place in agriculture in the last decade is the use of Geographical Information Systems and the Global Positioning System, allowing us to analyze and manage the land at a level never before possible. It can involve anything from grid sampling soils to analyzing the trade territory of an agribusiness. This new technology opens up a wealth of career opportunities for trained individuals, as there are a limited number of people in agriculture who are adequately trained in the use of the technology.


Minimum Credits: 21

Course Sequence

<table>
<thead>
<tr>
<th>Fall Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AGA:114 Principles of Agronomy</td>
<td>3.0</td>
</tr>
<tr>
<td>AGA:375 Integrated Crop Management</td>
<td>2.0</td>
</tr>
<tr>
<td>AGP:333 Precision Farming Systems</td>
<td>3.0</td>
</tr>
<tr>
<td>GIS:111 Intro to Geographical Information Systems</td>
<td>3.0</td>
</tr>
<tr>
<td>GIS:206 GIS Data Acquisition and Management</td>
<td>3.0</td>
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</tbody>
</table>

Spring Course Title                  | Credits |
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>AGA:212 Grain and Forage Crops</td>
<td>4.0</td>
</tr>
<tr>
<td>BCA:212 Intro to Computer Business Applications</td>
<td>3.0</td>
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</table>

RADIOLOGIC TECHNOLOGY

Campus Location: Peosta

Program Entry: Enrollment may occur during any term. Fall term is the start of the program course sequence

Award: Associate of Applied Science degree

Description: A radiographer is a vital member of the healthcare team whose responsibilities range from obtaining diagnostic information to assisting physicians with complex procedures. Radiographers must be able to recognize emergency situations and react quickly to various patient conditions. They work in diverse settings, including hospitals, clinics and physicians’ offices.

The Radiologic Technology program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), www.jrcert.org and its mission is to provide an ambitious didactic and clinical education that produces compassionate, confident and professional technologists. The program will provide a variety of work settings and experiences to successfully prepare graduates to function as entry-level radiographers. A qualified graduate will be eligible to take the national registry examination, thereby becoming a certified registered radiographer. Students will rotate through multiple clinical sites within an 80-mile radius of Dubuque.

Program Admission: In addition to the College enrollment process outlined on page 24, applicants must achieve a minimum ALEKS® score of 30. ACT* or ACT Compass® scores are also acceptable. The following courses must be completed with a grade of “C-” or above and a minimum 2.0 grade point average to graduate from the program.

Program Requirements: The College has contracted the services of Castle Branch to review and monitor background checks, health records, training requirements and drug testing. Students will submit the following documentation to their website prior to the designated date:

- Background check - includes a nationwide criminal history search and child, dependent adult and sex offender registry checks. Background checks will be evaluated per NICC’s Program Compliance policy. Clinical participation is dependent on this evaluation.
- Health records - physical and immunizations (MMR, varicella, Hepatitis B, 2 step TB, Tdap and influenza).
- Training - CPR (American Red Cross Professional Rescuer), mandatory reporter of child and dependent adult abuse, HIPAA and blood borne pathogens.
- Drug testing - prior to clinical participation, random, post incident/accident and suspicion. Students are required to be substance free throughout the program.
- Health Insurance - students are required to maintain health insurance throughout the program.

Program Entry: Enrollment may occur during any term. Fall term is the start of the program course sequence

Award: Associate of Applied Science degree

Description: A radiographer is a vital member of the healthcare team whose responsibilities range from obtaining diagnostic information to assisting physicians with complex procedures. Radiographers must be able to recognize emergency situations and react quickly to various patient conditions. They work in diverse settings, including hospitals, clinics and physicians’ offices.

The Radiologic Technology program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), www.jrcert.org and its mission is to provide an ambitious didactic and clinical education that produces compassionate, confident and professional technologists. The program will provide a variety of work settings and experiences to successfully prepare graduates to function as entry-level radiographers. A qualified graduate will be eligible to take the national registry examination, thereby becoming a certified registered radiographer. Students will rotate through multiple clinical sites within an 80-mile radius of Dubuque.

Program Admission: In addition to the College enrollment process outlined on page 24, applicants must achieve a minimum ALEKS® score of 30. ACT* or ACT Compass® scores are also acceptable. The following courses must be completed with a grade of “C-” or above and within five years from the date of application:

BIO:168 Human Anatomy and Physiology I w/Lab
BIO:173 Human Anatomy and Physiology II w/Lab
HSC:117 Basic Medical Terminology

Program Requirements: The College has contracted the services of Castle Branch to review and monitor background checks, health records, training requirements and drug testing. Students will submit the following documentation to their website prior to the designated date:

- Background check - includes a nationwide criminal history search and child, dependent adult and sex offender registry checks. Background checks will be evaluated per NICC’s Program Compliance policy. Clinical participation is dependent on this evaluation.
- Health records - physical and immunizations (MMR, varicella, Hepatitis B, 2 step TB, Tdap and influenza).
- Training - CPR (American Red Cross Professional Rescuer), mandatory reporter of child and dependent adult abuse, HIPAA and blood borne pathogens.
- Drug testing - prior to clinical participation, random, post incident/accident and suspicion. Students are required to be substance free throughout the program.
- Health Insurance - students are required to maintain health insurance throughout the program.

Program Entry: Enrollment may occur during any term. Fall term is the start of the program course sequence

Award: Associate of Applied Science degree

Description: A radiographer is a vital member of the healthcare team whose responsibilities range from obtaining diagnostic information to assisting physicians with complex procedures. Radiographers must be able to recognize emergency situations and react quickly to various patient conditions. They work in diverse settings, including hospitals, clinics and physicians’ offices.

The Radiologic Technology program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), www.jrcert.org and its mission is to provide an ambitious didactic and clinical education that produces compassionate, confident and professional technologists. The program will provide a variety of work settings and experiences to successfully prepare graduates to function as entry-level radiographers. A qualified graduate will be eligible to take the national registry examination, thereby becoming a certified registered radiographer. Students will rotate through multiple clinical sites within an 80-mile radius of Dubuque.

Program Admission: In addition to the College enrollment process outlined on page 24, applicants must achieve a minimum ALEKS® score of 30. ACT* or ACT Compass® scores are also acceptable. The following courses must be completed with a grade of “C-” or above and within five years from the date of application:

BIO:168 Human Anatomy and Physiology I w/Lab
BIO:173 Human Anatomy and Physiology II w/Lab
HSC:117 Basic Medical Terminology

Program Requirements: The College has contracted the services of Castle Branch to review and monitor background checks, health records, training requirements and drug testing. Students will submit the following documentation to their website prior to the designated date:

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- Health records - physical and immunizations (MMR, varicella, Hepatitis B, 2 step TB, Tdap and influenza).
- Training - CPR (American Red Cross Professional Rescuer), mandatory reporter of child and dependent adult abuse, HIPAA and blood borne pathogens.
- Drug testing - prior to clinical participation, random, post incident/accident and suspicion. Students are required to be substance free throughout the program.
- Health Insurance - students are required to maintain health insurance throughout the program.
In addition to meeting the above listed requirements, students must maintain these requirements throughout the program. Failure to remain compliant will result in denial for clinical participation. Clinical participation is required for program completion.

You need to be aware of the following physical demands during your clinical education courses. Daily activities require bending, stooping, squatting, reaching, pushing and pulling in all directions. You will be asked to lift and carry objects weighing up to a minimum of 50 pounds and also shared weight. Clinical tasks require use of hands for repetitive action, such as simple and firm grasping and fine manipulation and walking, including stair stepping. You may also be in contact with communicable diseases and chemical/biohazardous materials and odors. Prior to clinical assignments you will be instructed about the radiation hazards to an embryo/fetus.

**Minimum Credits:** 84.5 including admission requirements

**Course Sequence**

### Fall

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MAT:110 Math for Liberal Arts</td>
<td>3.0</td>
</tr>
<tr>
<td>RAD:101 Radiographic Patient Care</td>
<td>3.0</td>
</tr>
<tr>
<td>RAD:122 Radiographic Procedures I</td>
<td>4.0</td>
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<tr>
<td>RAD:200 Clinical Education I</td>
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<tr>
<td>*SDV:179 The College Experience</td>
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### Spring

<table>
<thead>
<tr>
<th>Course Title</th>
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<tbody>
<tr>
<td>RAD:143 Radiographic Procedures II</td>
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<tr>
<td>RAD:240 Clinical Education II</td>
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<tr>
<td>RAD:440 Image Evaluation</td>
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### Summer

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<th>Course Title</th>
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<tr>
<td>RAD:186 Advanced Procedures and Pharmacology</td>
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<tr>
<td>RAD:270 Clinical Education III</td>
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<tr>
<td>SPC:112 Public Speaking</td>
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### Fall

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<tr>
<td>RAD:420 Radiographic Physics</td>
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<tr>
<td>RAD:521 Clinical Education IV</td>
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<tr>
<td>RAD:708 Radiographic Exposure</td>
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### Spring

<table>
<thead>
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<th>Credits</th>
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<tbody>
<tr>
<td>HUM:108 Cultural Diversity and Identity</td>
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</tr>
<tr>
<td>RAD:561 Clinical Education V</td>
<td>5.5</td>
</tr>
<tr>
<td>RAD:712 Radiographic Advanced Exposure</td>
<td>2.0</td>
</tr>
<tr>
<td>RAD:738 Radiologic Pathology</td>
<td>2.0</td>
</tr>
<tr>
<td>RAD:860 Radiobiology and Radiation Protection</td>
<td>2.5</td>
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### Summer

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY:111 Intro to Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>RAD:592 Clinical Education VI</td>
<td>2.5</td>
</tr>
<tr>
<td>RAD:661 Comprehensive Radiologic Review</td>
<td>3.0</td>
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</table>

Note: Students are required to take some courses in an online or hybrid format.

*This Associate of Applied Science degree program requires a minimum of 15 credits of transfer-level general education electives from Communication, Humanities, Math, Science or Social Science. Three of these hours can include SDV:179 The College Experience. If The College Experience course is waived or transfers in for less than three credits, an additional general education elective is required.

**RESPIRATORY CARE**

**Campus Location:** Peosta

**Program Entry:** Enrollment may occur during any term. Fall term is the start of the program course sequence

**Award:** Associate of Applied Science degree

**Description:** Respiratory care practitioners are allied health specialists who play a crucial role within the healthcare team. Working closely with physicians and other healthcare professionals, they care for patients with respiratory and cardiovascular conditions. Under the supervision of a physician, they are involved with the assessment, treatment, diagnostic testing, rehabilitation and prevention of conditions that affect the respiratory and cardiovascular systems. Employment opportunities are found in hospitals, clinics, home healthcare agencies, product support and sales, education, rehabilitation and continuing care and health/disease prevention programs.

When you graduate with an Associate of Applied Science (AAS) degree, you are eligible for credentialing exams offered by the National Board for Respiratory Care (NBRC). The program is accredited by the Commission on Accreditation for Respiratory Care (CoARC), www.coarc.com.

**Program Admission:** In addition to the College enrollment process outlined on page 24, applicants must achieve a minimum ACCUPLACER® reading score of 70 and a minimum ALEKS® score of 15. ACT® or ACT Compass® scores are also acceptable.

**Academic Requirements:** Students enrolled in health occupations programs must complete all required coursework with a “C-” grade or above and earn a minimum 2.0 grade point average to graduate from the program.

**Program Requirements:** The College has contracted the services of Castle Branch to review and monitor background checks, health records, training requirements and drug testing. Students will submit the following documentation to their website prior to the designated date:

- Background check - includes a nationwide criminal history search and child, dependent adult and sex offender registry checks. Background checks will be evaluated per NICC’s Background Check policy. Clinical participation is dependent on this evaluation.
- Health records - physical and immunizations (MMR, varicella, Hepatitis B, 2 step TB, Tdap and influenza).
- Training - CPR (American Heart Association Health Care Provider or American Red Cross Professional Rescuer), mandatory reporter of child and dependent adult abuse, HIPAA and blood borne pathogens.
- Drug testing - prior to clinical participation, random, post incident/accident and suspicion. Students are required to be substance free throughout the program.
- Health Insurance - students are required to maintain health insurance throughout the program.

In addition to meeting the above listed requirements, students must maintain these requirements throughout the program. Failure to remain compliant will result in denial for clinical participation. Clinical participation is required for program completion.

You need to be aware of the following physical demands during your clinical education courses. Daily activities require bending, stooping, squatting, reaching, pushing and pulling in all directions. You will be asked to lift and carry objects weighing up to a minimum of 50 pounds and also shared.
weight. Clinical tasks require use of hands for repetitive action, such as simple and firm grasping and fine manipulation and walking, including stair stepping. You may also be in contact with communicable diseases and chemical/biohazardous materials and odors. You may need to show proof of high school graduation or equivalent prior to taking the credentialing exam.

**Class Hours**: Classes are scheduled at the Peosta Campus. Clinical experiences are scheduled at the affiliate hospitals and home care providers located within a 110-mile radius of the campus. The clinical experience greatly enhances your education. You may work day or evening shifts and you must provide your own transportation and lodging when necessary. Car pools are considered when making assignments to the clinical areas.

**Minimum Credits**: 81.5 including admission requirements

### Course Sequence

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO:173</td>
<td>Human Anatomy and Physiology II w/Lab</td>
<td>4.0</td>
</tr>
<tr>
<td>RCP:271</td>
<td>Respiratory Therapy Techniques I</td>
<td>6.0</td>
</tr>
<tr>
<td>RCP:320</td>
<td>Respiratory Therapy Science I</td>
<td>3.5</td>
</tr>
<tr>
<td>*SDV:179</td>
<td>The College Experience</td>
<td>3.0</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT:110</td>
<td>Math for Liberal Arts</td>
<td>3.0</td>
</tr>
<tr>
<td>RCP:460</td>
<td>Respiratory Science II</td>
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<tr>
<td>RCP:540</td>
<td>Respiratory Therapy Techniques II</td>
<td>8.0</td>
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<table>
<thead>
<tr>
<th>Summer</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY:111</td>
<td>Intro to Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>RCP:350</td>
<td>Pulmonary Pathology</td>
<td>3.0</td>
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<tr>
<td>RCP:490</td>
<td>Respiratory Therapy Science III</td>
<td>6.0</td>
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<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO:183</td>
<td>Microbiology</td>
<td>3.0</td>
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<tr>
<td>BIO:184</td>
<td>Microbiology Lab</td>
<td>1.0</td>
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<tr>
<td>ENG:105</td>
<td>Composition I</td>
<td>3.0</td>
</tr>
<tr>
<td>RCP:600</td>
<td>Neonatal/Pediatric Respiratory Therapy</td>
<td>3.0</td>
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<tr>
<td>RCP:820</td>
<td>Respiratory Therapy Techniques IV</td>
<td>7.5</td>
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<table>
<thead>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HSC:136</td>
<td>Advanced Life Support (ACLS/PALS)</td>
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<tr>
<td>RCP:831</td>
<td>Respiratory Therapy Techniques V</td>
<td>10.0</td>
</tr>
<tr>
<td>RCP:840</td>
<td>Innovations in Respiratory Care</td>
<td>5.5</td>
</tr>
</tbody>
</table>

Note: Students are required to take some courses in an online or hybrid format.

*This Associate of Applied Science degree program requires a minimum of 15 credits of transfer-level general education electives from Communication, Humanities, Math, Science or Social Science. Three of these hours can include SDV:179 The College Experience. If The College Experience course is waived or transfers in for less than three credits, an additional general education elective is required.

### SURGICAL TECHNOLOGY

**Campus Location**: Peosta

**Program Entry**: Enrollment may occur during any term. Fall term is the start of the program course sequence

**Award**: Diploma and/or Associate of Applied Science degree (AAS) granted from Kirkwood Community College (KCC)

**Description**: The Surgical Technology program, a consortium between NICC and Kirkwood Community College (KCC), provides you the opportunity to complete your general education coursework through NICC and the Surgical Technology courses through KCC on the NICC Peosta campus via the fiber optic network (ICN).

Surgical technologists work as members of the surgical team in a variety of settings, most frequently in the hospital operating rooms. They function under supervision to ensure that the operating room is safe, equipment functions properly and the operative procedures are conducted under conditions that maximize safety.

Graduates are eligible to take the national certification exam offered by the Liaison Council for Surgical Technologist certification. Kirkwood’s Surgical Technology program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in collaboration with the American College of Technologists (AST) and is based on the recommendation of the Accreditation Review Committee (ARC).

**Program Admission**: In addition to the College enrollment process outlined on page 24, applicants must apply for admission at Kirkwood Community College, www.kirkwood.edu/apply.

**Program Requirements**: Prior to beginning the program you will be required to complete a criminal record check. A positive report may prevent you from being accepted by an affiliated agency for a clinical experience and completion of the program. You may also be required to provide documentation of health insurance coverage. A completed health physical and current immunization record must be on file at the Kirkwood Health Office, including verification of the hepatitis B vaccination or medical waiver on file. You are responsible for a yearly tuberculosis test. A current CPR for the Healthcare Professional is also required. The following CPR certifications will be accepted: American Health Association “Healthcare Provider” course (no other level accepted) or American Red Cross “CPR for the Professional Rescuer” (no other level accepted) or EMP “BLSPRO” (this course includes First Aid and Healthcare Provider CPR) or CPR Instructor Level for Red Cross, American Heart or EMP. A copy of a high school diploma or GED certificate will need to be on file with the program coordinator.

**Academic Requirements**: Students must receive a grade of “C” or above in all SUR courses and a “C-” or above in BIO:168 and BIO:173.

**Minimum Credits**: 16 including admission requirements, plus KCC coursework

### Course Sequence

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO:173</td>
<td>Human Anatomy and Physiology II w/Lab</td>
<td>4.0</td>
</tr>
<tr>
<td>BIO:200</td>
<td>Basic Microbiology</td>
<td>1.0</td>
</tr>
<tr>
<td>HSC:107</td>
<td>*Professionals in Health</td>
<td>2.0</td>
</tr>
<tr>
<td>SUR:126</td>
<td>*Surgical Technology I</td>
<td>4.5</td>
</tr>
<tr>
<td>SUR:128</td>
<td>*Surgical Technology Lab I</td>
<td>2.0</td>
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</tbody>
</table>
SWINE PRODUCTION: AG. PRODUCTION

Campus Location: Calmar

Program Entry: Enrollment may occur during any term. Fall term is the start of the program course sequence

Award: Certificate

Description: The Swine Production Certificate develops skills in swine management from breeding through marketing. Students will discuss health, nutrition, bio-security, animal care, pork quality assurance, environmental control and reproductive management. Hands-on experiences with industry partners is a key component to this program.


Minimum Credits: 9

Course Sequence:

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AGS:225</td>
<td>Swine Science</td>
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</tr>
<tr>
<td>COM:723</td>
<td>Workplace Communications</td>
<td>3.0</td>
</tr>
</tbody>
</table>

VETERINARY ASSISTANT: LG. ANIMAL VET. TECH.

Campus Location: Calmar

Program Entry: Enrollment may occur during any term. Fall term is the start of the program course sequence

Award: Certificate

Description: Students receive a background in livestock production, companion animal handling, anatomy, veterinary terminology, clinic reception and administration operations. After earning the certificate, graduates are qualified for in-demand veterinary assistant positions and may choose to continue their education in the Large Animal Veterinary Technician program.


Minimum Credits: 22

Course Sequence:

<table>
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<tr>
<th>Fall/Spring</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SDV:179</td>
<td>The College Experience</td>
<td>3.0</td>
</tr>
<tr>
<td>WEL:110</td>
<td>Welding Blueprint Reading</td>
<td>2.0</td>
</tr>
<tr>
<td>WEL:192</td>
<td>Gas Tungsten Arc Welding</td>
<td>4.0</td>
</tr>
<tr>
<td>WEL:228</td>
<td>Intro to Welding, Safety and Health of Welders: SENSE 1</td>
<td>1.0</td>
</tr>
<tr>
<td>WEL:427</td>
<td>Basic Arc Welding (SMAW)</td>
<td>3.0</td>
</tr>
<tr>
<td>WEL:433</td>
<td>Basic Gas Metal Arc Welding (GMAW)</td>
<td>3.5</td>
</tr>
<tr>
<td>WEL:434</td>
<td>Flame/Plasma Cutting Fundamentals</td>
<td>1.5</td>
</tr>
</tbody>
</table>

WELDING

Campus Location: Peosta

Program Entry: Enrollment may occur during any term. Fall term is the start of the day program course sequence. Spring term is the start of the evening program course sequence.

Award: Diploma

Description: Welding offers rewarding and challenging career opportunities both indoors and outdoors in a variety of industries ranging from repair jobs to fabrication/construction activities. If you look around, almost everything made of metal is welded. The world’s tallest buildings, airplanes, ships, race cars, home appliances and automobiles are just a few examples.

There are many ways to make a weld and there is a wide variety of metals and alloys that can be welded. Welding has become complex and technical and requires a great deal of knowledge to be able to select the proper process for critical work. Excellent eye/hand coordination are attributes of highly-skilled and well-paid welders.

The demand for welders is high and technical training provides you with improved opportunities and career progression. This program will prepare students to take an AWS Qualification Exam.

Enrollment Process: See page 22 under Enrollment Process. Applicants to this program do not need to complete the ALEKS® math assessment.

Program Requirements: Prior to the completion of Term 1, students are required to provide their program faculty with a copy of their First Aid/CPR certificate.

Minimum Credits: 37

Course Sequence:

<table>
<thead>
<tr>
<th>Fall/Spring</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SDV:179</td>
<td>The College Experience</td>
<td>3.0</td>
</tr>
<tr>
<td>WEL:110</td>
<td>Welding Blueprint Reading</td>
<td>2.0</td>
</tr>
<tr>
<td>WEL:192</td>
<td>Gas Tungsten Arc Welding</td>
<td>4.0</td>
</tr>
<tr>
<td>WEL:228</td>
<td>Intro to Welding, Safety and Health of Welders: SENSE 1</td>
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<tr>
<td>WEL:427</td>
<td>Basic Arc Welding (SMAW)</td>
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<tr>
<td>WEL:433</td>
<td>Basic Gas Metal Arc Welding (GMAW)</td>
<td>3.5</td>
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<tr>
<td>WEL:434</td>
<td>Flame/Plasma Cutting Fundamentals</td>
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Welding Course Sequence Continued:

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<th>Spring/Summer</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COM:723</td>
<td>Workplace Communications</td>
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<tr>
<td>MAT:772</td>
<td>Applied Math</td>
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<tr>
<td>WEL:148</td>
<td>Arc Welding Intermediate (SMAW)</td>
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<td>WEL:227</td>
<td>Advanced Gas Metal Arc Welding (GMAW)</td>
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<tr>
<td>WEL:429</td>
<td>Advanced Arc Welding (SMAW)</td>
<td>3.5</td>
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<td>WEL:435</td>
<td>Pipe Welding</td>
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COURSE DESCRIPTIONS

Course Classification and Description System
Sample Course Description
Course Descriptions
COURSE CLASSIFICATION AND DESCRIPTION SYSTEM

Each course description in this section is preceded by a course letter such as ACC:111. The first three letters are the prefix. The last three numbers are the suffix. The meaning of the number is described below. Course prefixes that are preceded by a (~) in the listing below are considered career-technical in nature and may be applied toward 16 of the 20 general elective credits required for an AA or AS degree.

Prefixes: The three-letter prefix identifies the area of study in which the course may be found.

Suffixes: The last three numbers identify a specific course within a subject area.

Note: Some of the courses will be preceded by one or more asterisks (*). See explanations below:

(*) Courses not preceded by an asterisk are intended to meet specific Diploma and Associate of Applied Science Degree requirements as outlined in this catalog. Sixteen semester hours from this area can be applied to Associate of Arts or Associate of Science Degree electives. Transferability varies and is dependent on the receiving institution. If you intend to transfer to a four-year institution, you should clear the transferability of such courses through the receiving institution.

(**) Courses that correspond to college or university lower division coursework. Northeast Iowa Community College recommends that colleges and universities grant subject or elective credit toward junior standing for these courses. Many of these courses may be applied toward meeting distribution and elective requirements for the Associate of Arts degree.

Please Note: NICC separates science courses into Natural and Physical Sciences as listed below, but other colleges and universities may use different breakdowns. Students transferring credits to another institution should check with that institution for information on their requirements and how these specific courses fit into those requirements.


~ ACC – Accounting
~ ADM – Administrative Assistant
~ ADN – Associate Degree Nursing
~ AGA – Agriculture – Agronomy
~ AGB – Agriculture – Farm Management
~ AGC – Agriculture – Comprehensive; Misc.
~ AGM – Agriculture – Mechanics
~ AGP – Agriculture – Precision Ag
~ AGS – Agriculture – Animal Science
~ AGV – Agriculture – Vet Tech
~ ART – Art
~ ASL – American Sign Language
~ AUT – Automotive Technology
~ BCA – Business Computer Application
~ BIO – Biology
~ BUS – Business
~ CAD – Computer Aided Drafting
~ CHM – Chemistry
~ CIS – Computer Programming
~ CLS – Cultural Studies
~ COM – Communication
~ CON – Construction
~ COS – Cosmetology
~ CRJ – Criminal Justice
~ DEA – Dental Assistant
~ DRA – Film and Theatre
~ DSL – Diesel
~ ECE – Early Childhood Education
~ ECN – Economics
~ EDU – Education
~ EGR – Engineering
~ EGT – Engineering Technology
~ ELE – Electrical Technology
~ ELT – Electronics
~ EMS – Emergency Medical Services
~ ENG – English Composition
~ ENV – Environmental Science
~ FIN – Finance
~ FIR – Fire Science
~ FLS – Foreign Language – Spanish
~ GEO – Geography
~ GIS – Geographic Information Systems
~ GLS – Global Studies
~ GRA – Graphic Communications
~ HCR – Heating and Air Conditioning
~ HIS – History
~ HIT – Health Information Technology
~ HSC – Health Sciences
~ HSV – Human Services
~ HUM – Humanities
~ IND – Industrial Technology
~ LGL – Legal Assistant
~ LIT – Literature
~ MAP – Medical Assistant
~ MAT – Mathematics
~ MDT – Mobile Development Technology
~ MFG – Manufacturing
~ MGT – Management
~ MLT – Medical Lab Tech
~ MTR – Medical Transcription
~ MUA – Music – Applied
~ MUS – Music – General
~ NET – Computer Networking
~ PEA – Physical Education Activities
~ PEC – Coaching/Officiating
~ PHI – Philosophy
~ PHS – Physical Science
~ PHY – Physics
~ PNN – Practical Nursing
~ POL – Political Science
~ PSY – Psychology
~ RAD – Radiologic Technology
~ RDG – Reading
~ RCP – Respiratory Therapy
~ REL – Religion
~ SCI – Science
~ SDV – Student Development
~ SER – Sustainable Energy Resources
~ SOC – Sociology
~ SPC – Speech
~ TRV – Travel and Tourism
~ UTL – Utilities
~ WEL – Welding
~ WTT – Wind Energy and Turbine Technology
ACC: Accounting

ACC:115  |  4
Introduction to Accounting
Basic accounting principles are presented to introduce beginning students to fundamental accounting concepts. The accounting cycle of journalizing transactions, posting, adjusting and closing entries as well as the preparation of financial statements is emphasized for service and merchandising concerns. The use of special journals for a merchandiser. (48/32) Prerequisite: MAT:053 or qualifying placement score

*ACC:152  |  4
Financial Accounting
Introduces the concepts and terminology of accounting and financial reporting for modern business enterprises. Examines the processes for analyzing and interpreting accounting information for use in making decisions about organizations and presents the basic mechanics of accounting procedures. (48/32) Pre-/corequisite: MAT:063 or qualifying placement score. ACC:115 recommended

*ACC:156  |  4
Managerial Accounting
Introduces managerial accounting within the context of business and business decisions. Explores the role of managerial accounting in the decision-making process and presents basic accounting concepts important to management decisions in the modern business environment. (48/32) Prerequisite: A minimum grade of C- in ACC:152

ACC:161  |  3
Payroll Accounting
Identifies the various laws that affect employers in their payroll operations, the record-keeping requirements of these laws, the importance of these laws, and identification of the procedure employed in a typical payroll accounting system. Prepares manual and computer generated payrolls. (48/0) Prerequisite: A minimum grade of C- in ACC:115 or ACC:152

*ACC:222  |  4
Cost Accounting
Fundamental concepts of job process provide a basic understanding of internal cost accounting systems. (48/32) Prerequisite: A minimum grade of C- in ACC:156

*ACC:231  |  4
Intermediate Accounting I
A broad overview of accounting and its theoretical foundation as well as comprehensive coverage of the asset area. Activities include preparing financial statements, completing time-value accounting applications, accounting for cash, receivables, inventory and fixed assets. (48/32) Prerequisite: A minimum grade of C- in ACC:115 or ACC:152

*ACC:232  |  4
Intermediate Accounting II
Covers asset, liabilities and owner’s equity; special problems in income determination and reporting; and the statement of cash flow. Activities include accounting for current and contingent liabilities, long-term liabilities, long-term investments in equity securities, current and contingent assets, long-term debt securities, owner’s equity, income taxes, leases, revenue recognition and pensions. (48/32) Prerequisite: ACC:231

*ACC:265  |  4
Income Tax Accounting
A study of federal taxation as it applies to individuals and single proprietorship businesses. (64/0) Prerequisite: A minimum grade of C- in ACC:115 or ACC:152

ACC:312  |  4
Computer Accounting
Develops accounting and problem solving skills on microcomputers. Students complete the accounting cycle through financial statement preparation using integrated accounting software packages. Explores use of electronic spreadsheet capabilities. (0/128) Prerequisite: A minimum grade of C- in ACC:115 or ACC:152
ACC:491 | 3
Accounting Capstone
A capstone course bringing together various accounting concepts introduced in earlier course work an, demonstrating how the various components of an accounting system work together. (32/32) Prerequisite: A minimum grade of C- in ACC:231

ADM: Administrative Assistant

ADM:105 | 1
Introduction to Keyboarding
Introduces the basic techniques of keyboarding, including keyboard mastery and development of speed and accuracy. (4/24)

ADM:116 | 3
Keyboarding II
Review of proper keyboarding techniques with emphasis placed on speed and accuracy development. Practical applications in producing business forms, interoffice correspondence, letters, manuscripts and tables. (16/64) Prerequisite: ADM:105 or 25 nwpm

ADM:119 | 3
Keyboarding III
Additional practical problem solving in business forms, interoffice correspondence, legal forms, letters, reports, tables and other miscellaneous business applications. Further improvement is expected in areas of increased production, end-product quality and increased speed and accuracy. (16/64) Prerequisite: ADM:116

ADM:148 | 2
Transcription
Instruction for using transcription machines with emphasis on language skills including spelling, capitalization, punctuation and word usage. Covers the full range of machine transcription activities—progressing from simple transcription exercises to difficult office-style transcription requiring decision-making ability. (16/32) Prerequisite: ADM:116

ADM:162 | 3
Office Procedures
Studies office procedures and administrative office management. Topics include work environment, workplace technologies, customer and employee satisfaction, mail, travel, meetings, conferences and your career. (48/0)

ADM:181 | 3
Records and Database Management
Emphasizes the principles and practices of effective records handling and covers creation, storage, retrieval, maintenance and disposition of both manual and computerized database systems. (40/16)

ADM:936 | 4
Occupational Experience
Opportunity for supervised work experience related to the major academic interests of students in an approved business establishment. Skills and knowledge are applied by working a minimum of 256 hours to receive credit. (256 coop hours) Prerequisite: Successful completion of 12 credits from ADM, BCA or BUS

ADN: Associate Degree Nursing

ADN:232 | 1.75
Transitioning from Practical into Associate Degree Nursing
Facilitates transition of the Licensed Practical Nurse who is returning to school to enter the Associate Degree level of NE Iowa nursing program. Reviews practical nursing knowledge in areas of nursing process, care planning, physical assessment, test taking and lab skills. Includes orientation to the program requirements, policies and procedures and college resources. (24/8) Prerequisite: Students must be accepted for ADN advanced placement in the nursing program by the Director of Nursing

ADN:332 | 3.5
Introduction to Associate Degree Nursing
Focuses on content specific to the level of registered nursing. Explores roles of the nurse including those of educator, leader, provider and manager of care. Reviews concepts of critical thinking and reviews legal and ethical responsibilities of the registered nurse. Application of the nursing process, physical assessment and the administration of IV medications are addressed in both theory and the lab setting. (48/16) Prerequisites: PNN:246, a 2.2 GPA in core nursing PN courses and 850 in the HESI PN exit exam

ADN:470 | 3.75
Advanced Nursing Care of the Childbearing Family
Focuses on the normal aspects of maternal, newborn and women's health. Explores complications that may occur during pregnancy, childbirth and in the newborn. The nurse's role as educator, patient advocate and care provider are reflected in the application of the nursing process to a variety of clinical and laboratory experiences. Areas of clinical practices may include acute care (hospital), prenatal care office settings, public health clinics, home follow-up care and educational settings. Application of principles in pharmacology, nutrition, social sciences and biophysical science are correlated throughout the course. (36/16 and 54 clinical hours) Prerequisites: A minimum grade of C- in ADN:332

ADN:477 | 3.75
Advanced Nursing Care of Children
Assisting children and their families in achieving maximum health potential. The effects of illnesses and deviations from the normal upon the child, family and the community are stressed. Clinical experience is planned to include caring for healthy children as well as acutely and chronically ill children and their families. (36/12 and 54 clinical hours) Prerequisite: A minimum grade of C- in ADN:332

ADN:478 | 5
Psychiatric Nursing Care
Increased student self-knowledge, understanding of “normal” versus deviant behavior and the dynamics of human behavior. Therapeutic responses and interaction with clients are based on behavior manifested rather than on classified diagnosis. Concepts examined include the Therapeutic Milieu, Treatment Modalities, Psychiatric/Mental Health Nurse’s Role and Function within the continuum of care (health promotion, maintenance, acute and crisis) and Therapeutic
AGA: Agriculture – Agronomy

AGA:114 | 3
Principles of Agronomy
Introductory principles of plant-soil-climate relationships in crop production designed after a similar course at Iowa State University and uses many of the same materials. (36/24)

AGA:117 | 3
Crop Science
Course is designed for high school seniors and college freshmen as an overview of crop management. It introduces the principles of plant-soil-climate relationships (40/16)

AGA:154 | 3
Fundamentals of Soil Science
Introduction to physical, chemical and biological properties of soils, their formation, classification and distribution. Uses soil survey and land information to balance agronomic, economic and environmental concerns in soil management. (40/16)

AGA:157 | 1
Soil Fertility
Provides a working knowledge of agronomic terms, soil-plant relationships and principles of fertilizer use and lime use. (12/8)

AGA:161 | 1
Herbicides
Familiarizes students with the herbicides used in Midwest crops, their families, mode of action and injury symptoms. (12/8)

*AGA:212 | 4
Grain and Forage Crops
Study in the production of feed grains, oilseeds and forages common to the area. Management practices studied range from the selection of varieties to the harvesting of the final crop. Consideration is given to established as well as new production practices. (48/32) Prerequisite: AGA:114 or AGA:117

AGA:283 | 2
Pesticide Application Certification
Application equipment will be analyzed and emphasis given to proper calibration, safety, proper application and qualifying conditions. Utilization of spraying systems guidebooks will be stressed. Students will be required to pass the Certified Pesticide Applicator License core exam. Course will show how to prepare equipment for the season and how to maintain it for error-free operation. (20/24)

AGA:293 | 1
Forage Production
The principles of forage production with emphasis on selection, seeding, fertility, weed and pest control, tillage practices, harvesting, storage and the successful management of annual and perennial forages. (16/0)

AGA:374 | 1
Pest Identification
Familiarizes students with the major crop pests (weeds, insects and diseases) and their identifying characteristics. (12/8)

AGA:375 | 2
Integrated Crop Management
Students learn how to put together a total management package that seeks to maximize profitability while taking environmental impacts into account. Critical resources for ICM include the soil, the producer’s equipment and capital and the management resources of the producer. Students develop a farm map using GIS resources. (16/32) Pre-/corequisite: GIS:111

AGA:381 | 3
Crop Scouting
Focuses on identification of pest problems in crops and on developing an integrated pest management program. Students learn to utilize economic thresholds in recommending control methods and will also learn to prevent potential fertility, pest and environmental problems with crop production practices. (24/48) Prerequisite: AGA:114

AGA:853 | 1
Certified Crop Advisor Review
Reviews the competencies required for the national and state certified crop advisor exams. (16/0)

AGB: Agriculture – Farm Management

*AGB:235 | 3
Introduction to Agriculture Markets
Basic concepts and economics principles related to markets for agricultural input and products. Overview of current marketing problems faced by farms and agribusinesses, farm and retail price behavior, market structure, food marketing channels, food quality and safety, implications at the farm level of consumer preferences and the role of agriculture in the general economy. Covers marketing methods and strategies for agricultural commodities, including introduction to hedging, fundamental analysis, technical analysis, futures, options, risk management tools and use of other market information. (40/16)

AGB:245 | 3
Agriculture Risk Management
Addresses issues of production risk in crop and livestock production. Other topics are legal risk, human risk and financial risk. Management of these risks will be covered by discussing various crop insurance alternatives,
production contracts and ag law. (40/16) Pre-/ corequisite: AGB:235

AGB:329  |  3
**Farm Management**
Designed for high school seniors and college freshmen as an overview of the farm management process and the process of farm decision making. Includes record keeping, budgeting, year-end analysis, enterprise analysis and tax management. (48/0)

AGB:330  |  3
**Farm Business Management**
Covers all aspects of farm decision making, including record keeping, budgeting, year-end analysis, enterprise analysis and tax management. (48/0)

*AGB:333  |  2
**Applied Farm Financial Management**
Gives the successful student experience with the financial records needed to manage a farm business. (16/32)

*AGB:336  |  3
**Agricultural Selling**
Covers agriculture sales related to marketing and selling strategies, preparing for sales calls and presentations, handling objections, closing sales, analysis of purchasing process and evaluating agri-selling as a possible career choice. Students will spend one day with an ag salesperson. (32/32)

AGB:436  |  2
**Grain Merchandising**
Explains the function of the country elevator in the agriculture industry and how basis trading presents an opportunity for the elevator to manage risk and improve margins on the grain commodities it handles. Covers the day-to-day tasks that make a merchandising operation run smoothly as well as how a country elevator can help producers improve profit levels and limit risk. (24/16)
Prerequisite: AGB:235

AGB:466  |  3
**Agricultural Finance**
Financial analysis of agricultural operations; liquidity, capital structure and growth of agricultural firms; risk and return; capital budgeting methods; analysis of land investments, leasing and costs of credit; financial intermediation and major financial institutions for agriculture; credit scoring, loan pricing and asset-liability management techniques by financial intermediaries and public policies affecting agricultural credit markets. (48/0) Prerequisite: ACC:115, ACC:152 or AGB:330

AGB:802  |  2
**Agribusiness Internship I**
Students are placed on the job in agribusiness firms which most nearly fit their career goals with the purpose of giving experiences and developing skills and knowledge which cannot be furnished in the classroom. (128 coop hours)

AGB:812  |  2
**Agribusiness Internship II**
Students are placed on the job in agribusiness firms which most nearly fit their career goals with the purpose of giving experiences and developing skills and knowledge which cannot be furnished in the classroom. (128 coop hours)

AGB:822  |  2
**Agribusiness Internship III**
Students are placed on the job in agribusiness firms which most nearly fit their career goals with the purpose of giving experiences and developing skills and knowledge which cannot be furnished in the classroom. (128 coop hours)

AGB:832  |  2
**Agriculture Finance Internship**
Opportunity to further develop and practice agriculture finance skills based on objectives set forth in an individual training plan developed with each student. A successful and progressive lending institution such as a bank will serve as the training site. (128 coop hours)

AGC: Agriculture—Comprehensive - Miscellaneous

AGC:802  |  2
**Agriculture Production Internship I**
An opportunity to further develop and practice farm management skills based on objectives set forth in an individual training plan developed with and for each student. An economical, well-managed farm or farm enterprise of appropriate size serves as the training site. (128 coop hours)

AGC:812  |  2
**Agriculture Production Internship II**
An opportunity to further develop and practice farm management skills based on objectives set forth in an individual training plan developed with and for each student. An economical, well-managed farm or farm enterprise of appropriate size serves as the training site. (128 coop hours)

AGC:925  |  2
**Agriculture Special Projects I**
The advanced agriculture student will be assigned a project in the teaching laboratory and will collect organize, analyze and present data through written and oral presentations. (0/64) Prerequisite: Second-year agriculture student status

AGC:926  |  2
**Agriculture Special Projects II**
The advanced agriculture student will be assigned a project in the teaching laboratory. Students will collect organize, analyze and present data through written and oral presentations. (0/64) Prerequisite: Second-year agriculture student status, AGC:925

AGM: Agriculture - Mechanics

AGM:361  |  1
**Commercial Grain Handling**
Provides a basic understanding and knowledge of physical grain handling in an agribusiness firm. Builds skills needed to succeed in the grain industry such as buying and selling, record keeping, warehousing, grain grading and management, blending, drying and safety. (12/8)

AGM:504  |  1
**John Deere Welding**
Theory and practice of oxyacetylene welding and cutting, including proper operation of equipment. Includes the principles, safety, procedures and application of arc and gas-metal arc welding. (8/16)
John Deere Heating and Air Conditioning
Theory of operation and repair of late model John Deere air conditioning, heating and ventilation systems. Equipment for refrigerant recovery/recycling of R134A is used. Upon course completion, students will be certified under the MACS (Mobile Air Conditioning Society) Certification Training Manual. (24/16)

John Deere AMS/Implement Technology
Designed to give a better understanding of the basic operating principles of select John Deere implements. The theoretical operation of planters and balers is studied in a classroom setting. Basic information on belts, chains, bearings and seals is covered. Opportunity is given to demonstrate setup and field adjustments for planters, round balers, sprayers and associated AMS equipment. (32/48)

John Deere Fundamentals and Safety
An entry-level course covering basic aspects of the shop, shop safety, equipment and tools. Introduces Technical Manuals, Service Advisor, PM Pro and acronyms. Work is done with new machine predelivery, wheel moves, forklift, machine operation and machine disassemble. (32/48)

John Deere Combines
Gives a better understanding of the basic operating principles of the John Deere combine. Various combine drives are covered in a classroom setting and hands-on training of these drives is done in a lab setting. Combine adjustment is practiced on a computer simulator program. (32/48)

John Deere Hydraulics I
Covers principles and applications of fluid power as it applies to John Deere equipment. Testing and diagnostic work is applied using various pieces of John Deere equipment. (32/48)

John Deere Hydraulics II
Covers principles and application of fluid power as it applies to John Deere equipment. Students gain an understanding of the circuits used and how to test and diagnose them on John Deere equipment. Service Advisor, gauges and flow-rators are used. (32/48)

John Deere Electrical/Electronics I
Basic electrical principles and applications of Ohm’s Law, magnetism, electromagnetism and the safe utilization of electrical test meters. Includes the design, construction and safe testing of lead acid storage batteries and the reading of electrical schematics using JIC symbols as related to the ag industry. (32/48)

John Deere Electrical/Electronics II
Covers the principles of operation, testing and repair of cranking systems, charging systems, Can Bus systems and control unit circuits, procedures and use of digital multimeters, techniques of circuit diagnosis and reading of electrical schematics. Students will test tractor circuits, including lighting, accessory, Can Bus circuits and gauges. (32/48)

John Deere Power Train
Theory of power transmission from engine to traction wheels on John Deere tractors. Includes the function and operation of gears, clutches, planetary gear sets, differentials, mechanical front-wheel drive systems and hydrostats. Covers diagnosis, repair and adjustment of John Deere syncro-range, quad-range, infinitely variable and power-shift transmissions (56/64)

John Deere Consumer Products/Engines
Covers John Deere lawn, lawn and garden tractors, equipment and attachments. Operation, diagnosis, repair and adjustments of complete equipment are explained and practiced. Setup and adjustment of tractors, equipment and attachments are made on actual units. (32/48)

John Deere Diesel Engines
Covers repair of the John Deere diesel engine. Discusses operation and service of the primary parts. Opportunity is given to disassemble, measure and inspect an actual John Deere diesel engine. After the inspection, the engine is reassembled and then started to assure student competence. (32/48)

John Deere Diesel and Fuel Systems/Tractor Performance
Familiarization with the fuel injection pumps and HPCR used on John Deere engines. Time is spent on maintenance procedures for proper removal, installation and timing of fuel injection pumps and also the testing and repair of nozzle components and filtering systems. Includes dynamometer operation related to engine performance. (32/48)

John Deere Information Technology
John Deere information resources to assist technicians during their daily job operations. Service Advisor is a computer-based software providing technical information for current and non-current John Deere equipment models. PmPro is the John Deere parts system software that technicians are required to use on a daily basis. Pathways is a website provided by John Deere for additional information resources and continuation of dealership employee education. Course prepares students for the John Deere Service Advisor Certification test and exposure to PmPro and Pathways. (32/48)

John Deere Internship I
On the job experience in a John Deere dealership allows students to practice and utilize skills and knowledge learned previously. This work experience is supervised by NICC John Deere TECH instructors. (512 coop hours)

John Deere Internship II
On the job experience in a John Deere dealership allows students to practice and utilize the skills and knowledge learned in previous semesters. This work experience is supervised by NICC John Deere TECH instructors. (512 coop hours)
**COURSE DESCRIPTIONS**

[32x591]COURSE DESCRIPTIONS

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**AGP: Agriculture – Precision Agriculture**

AGP:333  |  3

**Precision Farming Systems**

Explores the concepts of site specific agriculture (precision farming) and how it can improve profitability in a total crop management system. Students will use a basic GIS program to analyze data from a farm operation. (32/32)

**AGS: Agriculture – Animal Science**

*AGS:101  |  2

**Working with Animals**

Taught in conjunction with Survey of the Animal Industry as the lab component. Course intent is to give practical experience working with dairy, beef, sheep, goats, horses, poultry and companion animals. Additionally, students will interview successful business owners in each of these areas while touring their facilities. (16/32)

*AGS:114  |  2

**Survey of the Animal Industry**

Explores breeds, life cycles, management practices, marketing and care of farm animals. Species included are food animal production of beef and dairy cattle, sheep, goats, swine and poultry, as well as companion animals of horses, dogs, cats and others. (32/0)

AGS:118  |  3

**Animal Science**

Designed for high school seniors and college freshmen as an overview of the animal science industry. Explores breeds, basic management and farm animal marketing. Topics include beef and dairy cattle, companion animals, horses, poultry, sheep and swine. (40/16)

*AGS:216  |  3

**Equine Science**

Designed to increase knowledge of horses and basics of the horse industry. (48/0)

*AGS:218  |  4

**Domestic Animal Physiology**

Covers the basics in animal anatomy and physiology with a concentration on farm and domestic animals. The lab section will parallel topics covered in the lecture. (48/32)

*AGS:224  |  3

**Companion Animal Science**

Covers the basic management principles relevant in the care of dogs, cats, rabbits and other small companion animals. (48/0)

AGS:225  |  3

**Swine Science**

Skill development in swine management from breeding through marketing. Discusses health, nutrition, environmental control and ability to identify superior producing animals for breeding under various conditions. Familiarization with the pork quality assurance program and good husbandry techniques. (32/32)

AGS:226  |  3

**Beef Cattle Science**

An overview of the beef cattle industry in the United States. Discusses management of seedstock, cow-calf, stocker and feedlot operations. (48/0)

AGS:229  |  3

**Sheep Science**

An overview of the sheep industry in the United States. Management of range and farm flock operations is discussed. (48/0)

AGS:230  |  3

**Introduction to Dairy Goats**

An overview of the general aspects of dairy goats and industry. (48/0)

AGS:242  |  3

**Animal Health**

An introductory-level course providing an understanding of animal health principles. Emphasizes the nature of disease, immunology, infection, vaccination and treatment. Discusses common infectious diseases found in domestic livestock species, including bacteria, parasites and viruses. (48/0)

AGS:244  |  2

**Applied Animal Disease Prevention and Treatment**

This practical course applies the concepts from its companion course, Animal Health. (16/32)

AGS:251  |  3

**Beef Production Management**

An overview of the management of the U.S. beef cattle industry. Discusses management of seedstock, cow-calf, stocker and feedlot operations. (48/0)

AGS:252  |  2

**Fall Beef Cattle Science Lab**

Application of beef cattle management techniques. (16/32)

AGS:253  |  2

**Spring Beef Cattle Science Lab**

Application of beef cattle management techniques. (16/32)

*AGS:319  |  3

**Animal Nutrition**

Covers the fundamentals of small and large animal nutrition. (48/0)

AGS:326  |  2

**Applied Ration Balancing and Feeding**

A course to help students learn to calculate dairy cattle rations by hand and with a computer. (16/32)

AGS:328  |  1

**Parlor Management Rotation**

Provides training in the fundamentals of milking procedures and parlor management. (8/16)

AGS:331  |  3

**Animal Reproduction**

Covers the male and female reproductive tracts of common domesticated species and their development, the estrous cycle, hormones, sexual behavior, breeding and pregnancy. (48/0)

AGS:334  |  2

**Applied Reproductive Techniques**

This practical course is a companion course to Animal Reproduction and applies the concepts from that course. (16/32)
**AGS:335 | 3**

**Principles of Milk Production**
Course is one of two major core Dairy Science courses and is taught in conjunction with Principles of Dairy Production. Sixteen key units in dairy management and production are covered in the two courses. This course focuses on the U.S. Dairy industry, milk marketing, dairy management information, dairy replacement management, dairy management groups, dairy rumen nutrition, dairy feeds and feeding and dairy forage management. (48/0)

**AGS:336 | 2**

**Dairy Management Lab I**
One of two major core Dairy Science courses and is taught in conjunction with Principles of Dairy Production. Sixteen key units in dairy management and production are covered in the two courses. Focuses on the U.S. Dairy industry, milk marketing, dairy management information, dairy replacement management, dairy management groups, dairy rumen nutrition, dairy feeds and feeding, and dairy forage management. (16/24 and 16 coop hours)

**AGS:337 | 3**

**Principles of Dairy Production**
Course is one of two major core Dairy Science courses and is taught in conjunction with Principles of Milk Production. Sixteen key units in dairy management and production are covered in the two courses. This course focuses on milk harvest, cow comfort, diseases, reproduction, genetics, facilities, business and value-added, as relates to practical dairy production. (48/0)

**AGS:339 | 2**

**Dairy Management Lab II**
One of two major core Dairy Science courses and is taught in conjunction with Milk Production Lab. Sixteen key units in dairy management and production are covered in the two courses. Focuses on milk harvest, cow comfort, diseases, reproduction, genetics, facilities, business, and value-added, as they relate to practical dairy production. (16/24 and 16 coop hours)

**AGS:342 | 1**

**Dairy Business Analysis**
An applied course designed for dairy managers to evaluate their dairy businesses. Covers six areas of critical importance to the dairy industry and its managers. (8/16)

**AGS:343 | 1**

**Bovine Husbandry Rotation**
Students will work in the campus dairy farm for a selected number of days and learn approved practices in dairy cattle management. (8/16)

**AGS:344 | 1**

**Agriculture Equipment, Selection, Operation, and Maintenance**
Introduces farm equipment operation and routine maintenance required when working in a farm operation. (4/24)

**AGS:346 | 1**

**Dairy Robotics**
A broad-based introduction to robotic technology for the dairy industry. (8/16)

**AGS:353 | 3**

**Animal Genetics**
Covers the principles of basic animal genetics as well as various topics specific to dairy, beef, swine and other animal breeding. (48/0)

**AGS:354 | 2**

**Applied Animal Selection and Improvement**
An applied use of genetic principles for on-farm improvement. (16/32)

**AGS:507 | 3**

**Swine Farrowing and Nursery Management**
Emphasizes development of skills in farrowing/nursery record keeping analysis and includes the scheduling, management and operation of farrowing and weaning facilities. Addresses health, nutrition, environmental control and ability to identify superior producing animals for breeding. (32/32)

**AGS:529 | 2**

**Swine Reproduction and Management**
Recognizing swine reproductive characteristics and reproductive functions of swine breeding stock, identifying type and confirmation necessary for economic production. Also deals with breeds, breeding programs, breeding systems and appropriate management techniques. (32/0)

**AGS:805 | 2**

**Dairy Internship I**
An opportunity to further develop and practice farm management skills based on objectives set forth in an individual training plan developed with and for each student. An economical, well-managed farm or farm enterprise of an appropriate size will serve as the training site. (128 coop hours)

**AGS:806 | 2**

**Animal Science Internship**
On the job experience in the animal science industry. (128 coop hours)

**AGS:830 | 2**

**Beef Production Internship**
Opportunity to further develop and practice beef management skills based on objectives set forth in an individual training plan developed with and for each student. An economical, well-managed beef enterprise of appropriate size will serve as the training site. (128 coop hours)

**AGS:944 | 1**

**Issues Facing Animal Science**
Includes material on important issues in animal agriculture which is covered in a student-directed discussion atmosphere. (16/0)

**AGV: Agriculture – Vet Tech**

**AGV:106 | 2**

**Animal Handling, Records and Procedural Management**
Gives basic hands-on experience with small animals and teaches basic care, procedural management and record keeping. (16/32)

**AGV:111 | 2**

**Small Animal Laboratory Techniques**
Hands-on laboratory skills. (16/32)
Prerequisites: Enrollment in the Large Animal Veterinary Technician program and a minimum grade of C- in AGS:331, AGS:334, AGV:156, AGV:180, AGV:248, AGV:266
COURSE DESCRIPTIONS

AGV:121 | 2
Veterinary Medical Terminology
Discussion of prefixes, suffixes and roots (mostly Greek and Latin) that comprise medical terms. (32/0)

AGV:140 | 3
Veterinary Pharmacology
Discusses the fundamental pharmacology used by veterinary technicians. (32/32)
Prerequisites: Enrollment in the Large Animal Veterinary Technician program and a minimum grade of C- in AGS:218, AGV:121, AGV:246, AGV:267, and BIO:112 or BIO:113; and CHM:110 or CHM:160

AGV:156 | 2
Veterinary Reception and Administration Skills
Covers all aspects of record keeping, reception and administration in a veterinary hospital. (32/0)

AGV:180 | 2
Veterinary Radiology
Radiology and how it pertains to veterinary medicine. (32/0) Prerequisites: Enrollment in the Large Animal Veterinary Technician program; and a minimum grade of C in AGS:224, AGS:242, AGV:140, AGV:220, BIO:183, BIO:184, ENG:105

AGV:184 | 2
Lab Animal Medicine
Discusses how to safely and effectively handle common laboratory animals used in research. (16/32) Prerequisites: Enrollment in the Large Animal Veterinary Technician program; and a minimum grade of C in AGS:331, AGS:334, AGV:156, AGV:180, AGV:248, AGV:266

AGV:220 | 2
Veterinary Clinics
Hands-on experience with radiology, ultrasound, bandaging, casting, patient interactions and vaccine administration. (16/32) Prerequisites: Enrollment in the Large Animal Veterinary Technician program; and a minimum grade of C in AGS:218, AGV:121, AGV:246, AGV:267; and BIO:112 or BIO:113; and CHM:110 or CHM:160

AGV:246 | 2
Large Animal Diagnostics
This practical course is a companion course for Animal Health and applies the concepts from that course. (16/32) Prerequisite: Enrollment in the Veterinary Technician program

AGV:247 | 2
Large Animal Imaging and Surgery
Exposes students to radiology and surgery preparation. (16/32) Prerequisite: Enrollment in the Veterinary Technician program and a minimum grade of C in AGS:331, AGS:334, AGV:156, AGV:180, AGV:248, AGV:266

AGV:248 | 2
Surgery and Anesthesia for Veterinary Technicians
Surgery and anesthesia as it pertains to veterinary medicine. (32/0) Prerequisites: Enrollment in the Large Animal Veterinary Technician program and a minimum grade of C in AGS:224, AGS:242, AGV:140, AGV:220, BIO:183, BIO:184, ENG:105

AGV:266 | 2
Advanced Veterinary Nursing Care
Covers surgery, anesthesia, emergency care and dentistry. (0/64) Prerequisites: Enrollment in the Large Animal Veterinary Technician program and a minimum grade of C in AGS:224, AGS:242, AGV:140, AGV:220, BIO:183, BIO:184, ENG:105

AGV:267 | 1
Dosage Calculations for Veterinary Technicians
Includes pharmaceutical mathematics with an emphasis on dosage calculations and fluid therapy as related to veterinary medicine. (16/0) Prerequisites: Enrollment in the Large Animal Veterinary Technician program and a minimum grade of C in AGS:331, AGS:334, AGV:156, AGV:180, AGV:248, AGV:266

AGV:950 | 1
Special Projects
Course is defined to correspond to the agreed-upon course objectives. Instructor will create syllabi for each respective topic. (16/0) Prerequisites: Enrollment in the Large Animal Veterinary Technician program and a minimum grade of C in AGS:218, AGV:121, AGV:246, AGV:267; and BIO:112 or BIO:113; and CHM:110 or CHM:160

AGV:951 | 1
VTNE Review
Course is defined to correspond to the agreed-upon course objectives. Instructor will create syllabi for each respective topic. (16/0) Prerequisites: Enrollment in the Large Animal Veterinary Technician program and a minimum grade of C in AGS:331, AGS:334, AGV:156, AGV:180, AGV:248, AGV:266

ART: ART

*ART:101 | 3
Art Appreciation
A general survey course exploring the elements of art and many artists, their lives, cultures and media. Field trip required. (48/0)

*ART:120 | 3
Two-Dimensional Design
This art studio course introduces the systems and elements of visual organization through two-dimensional design principles and theories using a variety of media. (32/32)
**ART:123 | 3**  
**Three-Dimensional Design**  
An art studio course introducing the systems and elements of visual organization through three-dimensional design principles and theories using a variety of media. (32/32)

**ART:133 | 3**  
**Drawing**  
The study and creation of drawing as an exploration into two-dimensional visual relationships for either the curious beginner or potential art student. Develops an understanding of form, shape, line and texture through the use of direct observation of and improvisation from the natural and artificial worlds. Explores a variety of wet and dry drawing media. (32/32)

**ART:134 | 3**  
**Drawing II**  
Reviews and further develops methods, skills and techniques only briefly touched upon in Drawing I. New areas of learning include use of color in dry media such as pastels or colored pencils. Introduces wet media such as pen and ink and brush drawing. Includes a start on drawing the human figure and drawing from fantasy and imagination. (32/32) Prerequisite: A minimum grade of C- in ART:133

**ART:203 | 3**  
**Art History I**  
The study of the visual arts in western civilization including painting, sculpture and architecture from prehistoric times through the Gothic period. (48/0)

**ART:204 | 3**  
**Art History II**  
The study of the visual arts in western civilization including painting, sculpture, architecture and photography from the Renaissance through the twentieth century. (48/0)

**ASL: American Sign Language**

**ASL:131 | 3**  
**American Sign Language I**  
Introduces the various systems of manual communications used with deaf and hearing-impaired individuals and others with communication disabilities. The primary focus is to develop a core vocabulary in signs providing a foundation for the subsequent acquisition of skills in signed English and/or American Sign Language. (48/0)  
**ASL:161 | 3**  
**American Sign Language II**  
Introduction to American Sign Language (ASL) as used in the deaf community in America. The primary focus is to develop a basic proficiency in using ASL to communicate with the deaf or hard of hearing. (48/0) Prerequisite: ASL:131

**ASL:241 | 3**  
**American Sign Language III**  
Reviews American Sign Language vocabulary and grammatical structures presented in American Sign Language II. Focus is on grammatical and lexical expansion with an emphasis on language in context. (48/0) Prerequisite: ASL:161

**ASL:271 | 3**  
**American Sign Language IV**  
Reviews American Sign Language vocabulary and grammatical structures presented in American Sign Language III. The focus is on grammatical and lexical expansion with an emphasis on idiomatic usage and sociocultural communicative functions. (48/0) Prerequisite: ASL:241

**AUT: Automotive Technology**

**AUT:102 | 1**  
**Introduction to Automotive Technology**  
Introduces safety practices, an overview of systems that are a part of the Automotive Technology curriculum and shop tools and diagnostic equipment that will be used throughout the program. (0/32)

**AUT:123 | 4**  
**Applied Automotive Basics I**  
Information and practical experience in the basic areas of automotive repair. Emphasizes areas expected to be taught in a high school industrial arts program. Also serves as an overview of automotive systems for students who desire an introduction to automotive repair. (32/64)
AUT:102 | 3
Automotive Suspension and Steering
Information regarding diagnosis and repair of tires, wheels, suspension, steering and alignment. (48/64) Prerequisite: AUT:102

AUT:219 | 6
Automotive Automatic Transmissions/Transaxles Service
Information and practical experience in automatic transmissions, transaxles, transmission service, diagnosis and repair, including four-wheel and all-wheel drive systems. (48/96) Prerequisites: AUT:102, AUT:306, AUT:641

AUT:248 | 4.5
Automotive Drive Trains
The principles and functions of the automobile power train, consisting of clutches, transmission, drive shaft assemblies, rear axles and differentials. Includes practical experience in the disassembly, assembly and repair of all units. (16/112) Prerequisite: AUT:102

AUT:306 | 6
Automotive Manual Drive Train and Axles
Information regarding drive axles, differentials, drive shafts, manual transmissions, transaxles and clutches. (56/80) Prerequisite: AUT:102

AUT:321 | 2
Automotive Transmissions
Study of components, functions and maintenance procedures for various transmissions. (8/48)

AUT:405 | 5
Automotive Suspension and Steering
Information regarding diagnosis and repair of tires, wheels, suspension, steering and alignment. (48/64) Prerequisite: AUT:102

AUT:503 | 3
Automotive Brake Systems
A complete study of various braking systems employed on automobiles. Emphasizes the operation, adjustment and repair of both drum and disc types. (16/64) Prerequisite: AUT:102

AUT:505 | 5
Automotive Brake Systems
Information about brake systems. Includes drum brakes, disc brakes, power systems and anti-lock braking systems. (40/80) Prerequisite: AUT:102

AUT:616 | 6
Automotive Electrical and Ignition Systems
Information regarding theory and practice in the areas of basic electrical and electronic systems, including starting and charging systems, lighting systems, instruments and accessories. (36/120) Prerequisite: AUT:102

AUT:641 | 6
Automotive Electrical and Ignition Systems
Information regarding theory and practice in the areas of basic electrical and electronic systems, including starting and charging systems, lighting systems, as well as instruments and accessories. (48/96) Prerequisite: AUT:102

AUT:704 | 4
Automotive Heating and Air Conditioning
The principles and practical experience in working with air conditioning. Studies component units, their operation and repair, diagnostic procedures and the use of the newest and finest equipment and techniques in evaluating and changing of the automotive air conditioning. (32/64) Prerequisite: AUT:102

AUT:706 | 6
Automotive Heating and Air Conditioning
Information and practical experience regarding auto air-conditioning components and systems and the inspection and repair of heating, air-conditioning, safety and security systems. (48/96) Prerequisite: AUT:102

AUT:810 | 7.5
Automotive Engine Performance
Diagnosis of problems engines encounter in the electrical system, charging system, starting system and fuel system. Provides experience in the operation and servicing of all types of emission systems, fuel injection systems and associated equipment used on today’s modern vehicles. (32/176) Prerequisite: AUT:102

AUT:820 | 2
Automotive Tune Up
A basic course in ignition systems and engine tune up. Covers basic concepts, diagnostic relationships and tune up procedures. Relies heavily on the use of electronic test equipment. (16/32)

AUT:824 | 8
Drivability and Emissions
Information on engine controls with emphasis on troubleshooting electronic engine control systems and drivability problem diagnosis and repair, including noise, vibration and harshness. (72/112) Prerequisites: AUT:102, AUT:641

AUT:829 | 4
Gas Engine Principles
Introduces fundamental aspects of the gasoline engine and maintenance procedures. (24/80)

AUT:830 | 4
Gas Support Systems
Knowledge on testing and servicing various types of fuel systems, including fuel injection pumps and nozzles. Students will understand and identify ignition systems and components, will learn to test, repair and replace batteries, switches, coil, distributors, including points and rotor condenser caps and will test and analyze high-tension circuits, high-energy ignition systems and spark plugs. Covers principles and techniques of engine ignition timing, a background water temperature control, water circulation, heater cores, related test equipment and general service procedures. (32/64)
**BCA: Business Computer Application**

*BCA:112 | 3  
**Introduction to Data Processing**
Familiarization with fundamental business data processing applications and concepts. Presents a broad view of data processing topics and emphasizes the impact of the computer on our society. Students learn the concepts of magnetic storage media, file organization, data representation, communication, input/output, operating system software, telecommunications and program development. While significant class time is devoted to understanding concepts, students receive practical application experience in the labs. (40/16)

*BCA:213 | 3  
**Intermediate Computer Business Applications**
An overview of application software concepts through hands-on exercises. Experience is gained by working through progressively challenging exercises using business application software. Stresses practical use of spreadsheet, word processing, database, graphic programs and integration. Covers purchasing guidelines for software selection and the impact of hardware systems. (16/64)

*BCA:212 | 3  
**Introduction to Computer Business Applications**
Familiarization with fundamental business data processing applications and concepts. Presents advanced practical business applications through hands-on exercises. Experience is gained by working through progressively challenging business-related exercises using a popular word processing, spreadsheet, database and presentation application program as well as integration of the software applications and an Internet browser. (16/64) Prerequisite: BCA:212

**BIO: Biology**

*BIO:112 | 4  
**General Biology I**
A study of unifying concepts of modern biology with an emphasis on the organization and operation of living systems: metabolism, growth, development, reproduction and inheritance. (48/32)

*BIO:113 | 4  
**General Biology II**
A survey of the form and function of Prokaryotic organisms and Eukaryotic organisms, including a study of their ecological interrelationships and discussions of current environmental issues. (48/32)

*BIO:125 | 4  
**Plant Biology**
General concepts of botany with an emphasis on basic botanical terminology, anatomy, physiology, taxonomy and ecology. Special consideration given to the identification and cultural characteristics of local native plants. (48/32)

*BIO:149 | 3  
**Body Structure and Function**
A basic course emphasizing the structure and function of major components of the human body. (48/0)

*BIO:153 | 2  
**Cardiopulmonary Anatomy and Physiology**
Focuses on the anatomy and physiology of the cardiopulmonary system and other body systems affecting it. (32/0)

*BIO:157 | 4  
**Human Biology**
A survey of the form and function of human body systems, based on chemical, cellular, histological and organ interrelationships with further emphasis and discussion about the involvement and impact of humans in ecological and social systems. (48/32)

*BIO:158 | 2  
**Basic Anatomy and Physiology**
Introduces the structure and function of the human body beginning with a study of the molecular, cellular and tissue levels and continuing with emphasis on selected organ systems. (32/0)

*BIO:160 | 1  
**Basic Anatomy and Physiology Lab**
The basic principles of human anatomy and physiology based on laboratory experimentation in microscopy and dissection with emphasis on the atomic, cellular, tissue and organ system levels of organization. (0/32) Pre-/corequisite: BIO:158

*BIO:165 | 3  
**Human Anatomy and Physiology I**
Introduces the structure and function of the human body, beginning with a study of the molecular, cellular and tissue levels and continuing with emphasis on selected organ systems. (48/0) Prerequisites: One year high school biology/chemistry or college equivalent with a minimum grade of C-; or a minimum grade of C- in BIO:112, BIO:157, or CHM:110

*BIO:167 | 1  
**Human Anatomy and Physiology I Lab**
Basic principles of human anatomy and physiology based on laboratory experimentation in microscopy and dissection, with emphasis on the atomic, cellular, tissue, and organ system levels of organization. (0/32) Pre-/corequisite: BIO:165
COURSE DESCRIPTIONS

*BIO:168  |  4  
Human Anatomy and Physiology I w/Lab  
Introduces the structure and function of the human body, beginning with a study of the molecular, cellular and tissue levels, and continuing with emphasis on selected organ systems. Studies basic principles of human anatomy and physiology based on laboratory experimentation in microscopy and dissection, with emphasis on the atomic, cellular, tissue and organ system levels of organization.  
(48/32) Prerequisites: One year high school biology/chemistry or college equivalent with a minimum grade of C- in BIO:112, BIO:157, or CHM:110

*BIO:170  |  3  
Human Anatomy and Physiology II  
Continues the study of structure and function of the human body introduced in Human Anatomy and Physiology I, with review of the molecular, cellular, and tissue levels of organization and emphasis on selected organ systems.  
(48/0) Prerequisite: A minimum grade of C- in BIO:165

*BIO:172  |  1  
Human Anatomy and Physiology II Lab  
A study of basic principles of human physiology based on laboratory experimentation, with emphasis on neurophysiology, respiratory physiology, lymphatic and immune functions, digestive physiology, and cardiovascular physiology.  
(0/32) Pre-/corequisite BIO:170

*BIO:173  |  4  
Human Anatomy and Physiology II w/Lab  
Continued study of the structure and function of the human body as introduced by BIO:168, with review of the molecular, cellular, and tissue levels of organization and emphasis on selected organ systems, as well as basic principles of human anatomy and physiology based on laboratory experimentation in microscopy and dissection with emphasis on the organ system levels of organization.  
(48/32) Prerequisite: A minimum grade of C- in BIO:168

*BIO:183  |  3  
Microbiology  
An introductory course stressing the characteristics of microorganisms and their relationship to man. Emphasizes bacteriology, immunity, sanitation, disinfection and asepsis.  
(48/0) Prerequisites: One year of high school biology/chemistry or college equivalent with a minimum grade of C-; or a minimum grade of C- in BIO:112, BIO:157 or CHM:110

*BIO:184  |  1  
Microbiology Lab  
Laboratory experience exploring the characteristics of microorganisms and their influence on society.  
(0/32) Pre-/corequisite: BIO:183

*BIO:190  |  3  
Introductory Biotechnology  
Divided into three major sections, this course explores the myriad of technologies involving DNA. Section one flows from initial observation that DNA might be the heredity material to the structure and operation of DNA in the living cell. Section two discusses the development of thought that led to DNA technology and some of the technical problems leading the DNA technology is experienced. Section three surveys contemporary DNA technology and its uses in various fields.  
(48/0) Prerequisite: One semester college biology or two years high school biology

*BIO:200  |  1  
Basic Microbiology  
Introductory course stressing the characteristics of microorganisms and their relationship to man. Emphasizes bacteriology, immunity, sanitation, disinfection and asepsis.  
(16/0)

*BIO:204  |  1  
Basic Microbiology Lab  
Empasizes the ubiquitous nature of microorganisms, the techniques used to isolate and maintain potentially pathogenic organisms and the importance of using aseptic techniques.  
(0/32) Pre-/corequisite: BIO:200

*BIO:208  |  3  
Introductory Biotechnology  
Divided into three major sections, this course explores the myriad of technologies involving DNA. Section one flows from initial observation that DNA might be the heredity material to the structure and operation of DNA in the living cell. Section two discusses the development of thought that led to DNA technology and some of the technical problems leading the DNA technology is experienced. Section three surveys contemporary DNA technology and its uses in various fields.  
(48/0) Prerequisite: One semester college biology or two years high school biology

BIO:248  |  4  
Introduction to Bioscience Technology  
Explores the expanding field of biotechnology and how it impacts science and society. Examines fundamental biological, chemical and mathematical principles as they apply to biotechnology. Laboratory activities emphasize essential methodologies employed in scientific inquiry and experimentation.  
(48/32) Prerequisite: A minimum grade of C- in MAT053 or qualifying placement score

BUS: Business

*BUS:103  |  4  
Introduction to Business  
Exposes students to the role of the bookkeeper, manager and junior accountant in relation to the many facets of the business world, including the economic system, marketing functions such as sales, production and finance and types of business organizations.  
(64/0)

BUS:121  |  3  
Business Communications  
A study of modern trends in business communication including writing of letters, memos and reports which are courteous, complete, clear, correct and concise. Emphasizes editing and proofreading for accuracy of expression.  
(48/0) Prerequisite: COM:723, ENG:021 or ENG:105

*BUS:130  |  3  
Introduction to Entrepreneurship  
A survey course designed to orient students toward the multi-dimensions of a career in entrepreneurship. Explores entrepreneurial qualities, assessment of various funding sources, strategic planning for entrepreneurial ventures and legal and contemporary business environment issues.  
(48/0)

*BUS:180  |  3  
Business Ethics  
Covers major ethical issues facing business practitioners through a study of ethical principles and procedures of analysis, application of these methods to crucial questions of professional conduct and responsibility and their application to selected business problems of timely interest.  
(48/0)
COURSE DESCRIPTIONS

*CUS185 | 3
Business Law I
Presents material essential to an understanding of law as it applies to the following topics: history, crimes and torts, contract law and sales (UCC). (48/0)

*CUS188 | 3
Legal Environment of Business
Provides basic understanding of business law in the areas of: law and ethics, commercial paper, government regulation, specific federal and state laws, agency and employment, property and business organization. (48/0)

BUS:204 | 3
Professionalism in the Workplace
Designed to make students aware of their personal strengths and identify areas for improvement. Concentrates on helping develop marketable personal and professional skills. Presents strategies to assist in maintaining employment and in demonstrating a professional image and work behavior. (48/0)

BUS:265 | 3
Risk Management
The understanding of risk and ability to transfer risk through insurance and other mediums. Coverage of insurance as a vehicle to transfer risk includes life, health, property, liability and business ownership. (48/0)

CAD: Computer Aided Drafting

CAD:104 | 3
Computer Aided Drafting
Provides a draftsperson with essential information about computer graphics, practice exercises to prepare for design station activity and numerous “hands-on” exercises. The goal is to gain sufficient skill to construct computer drawings while inputting construction geometry into computer memory and retrieving the information for use in design, drafting and/or production activities. (32/32)

CAD:165 | 3
Rendering and Animation
Introduces the creation of two- and three-dimensional animations using specially designed software and activities. (32/32)

CAD:172 | 2
Introduction to CAD: AutoCAD
Introduces various drafting techniques available through computer-aided design technology. Students study problems and prepare design station activities that apply to their individual programs of study. (16/32)

CAD:175 | 2
Advanced CAD: AutoCAD
The student will demonstrate the ability to set a typical and customized working environment, exhibit advanced editing strategies, create and employ symbols libraries and make customized menus for the CAD drafting system. Students receive work in 3D and modeling and gain increased knowledge and proficiency in using the CAD system. (16/32) Prerequisite: CAD:104 or CAD:172

CHM: Chemistry

*CHM:110 | 3
Introduction to Chemistry
An introduction to general and inorganic chemistry. One unit of organic chemistry is included. Topics covered are measurements, structure of the atom, elements, compounds, chemical equations, stoichiometry, acids and bases and nuclear chemistry. (48/0)

*CHM:111 | 1
Introduction to Chemistry Lab
A laboratory experience that supports and applies basic concepts of inorganic organic and biochemistry, using scientific methods of inquiry. (0/32) Pre-/corequisite: CHM:110

*CHM:160 | 3
Chemistry I
Deals with the structure of the atom, elements and the periodic table, chemical formulas, chemical equations, bonding, thermochemistry, gases, liquids and solids and solution chemistry. (48/0) Prerequisite: MAT:102 or one year high school chemistry

*CHM:161 | 1.5
Chemistry I Lab
Development of chemistry laboratory discipline, procedures and skills through a selection of experiments in inorganic chemistry and simple quantitative analysis. Includes appropriate personal and environmental safety procedures as a necessary part of the chemistry laboratory experience. (0/48) Pre-/corequisite: CHM:160

*CHM:170 | 3
Chemistry II
A continuation of Chemistry I covering solution chemistry, chemical kinetics, thermodynamics, transition metals, electrochemistry, non-metals and nuclear reactions. (48/0) Prerequisite: CHM:160

*CHM:171 | 1.5
Chemistry II Lab
A continuation of Chemistry I Lab for further development of laboratory skills and discipline. More advanced experiments are selected to reinforce the classroom learning experience typically associated with a second semester general chemistry course. (0/48) Prerequisites: CHM:160, CHM:161. Pre-/corequisite: CHM:170

*CHM:262 | 4.5
Organic Chemistry I
Designed to be equivalent to the first semester of organic chemistry offered at four-year institutions. The course meets for three hours of lecture-discussion and three hours of laboratory each week. Laboratory work correlates with lecture topics. (48/48) Prerequisites: CHM:160 and CHM:161 or their equivalents

CIS: Computer Programming

CIS:101 | 3
Computer Ethics
Provides a study of ethics and moral philosophy as a means for providing a framework for ethically grounded decision making in the information age. Current regulation and practices pertaining to professional conduct and responsibility are studied. (48/0)
CIS:115 | 1
**Introduction to Large Computer Systems**
Introduces and explores concepts and operations of large computer systems. Emphasizes general operations, database files, output manipulation and screen design. (8/16)

CIS:122 | 3
**Programming Logic and Design**
Basic introduction to the design and development cycles utilized in many computer-related occupations. Covers structured program design and graphic design processes. Addresses designing logic, storyboards, thumbnail sketches, hierarchy charts, flowcharts and related design specifications and models for a variety of problems using various design methods and tools (32/32)

CIS:125 | 3
**Introduction to Programming Logic w/ Language**
Introduces programming using Visual Basic.Net. Provides experience and practice in designing and writing a variety of programs utilizing Visual Basic.Net which will help develop a deeper understanding and appreciation of the computer, its capabilities and limitations and of application software. (32/32) Pre-/corequisite: MAT:063 or qualifying placement score

CIS:142 | 4
**Computer Science**
The fundamentals of the C++ programming language in a Graphical User Interface (GUI) environment. Applications will be developed, debugged and modified to reinforce concepts of the C++ programming language. The object oriented programming foundation established will prepare students for a course in data structures (32/64) Prerequisite: CIS:125 or CIS:197

CIS:153 | 4
**Data Structures**
C++ object oriented programming language is used to teach about data structures. Course prepares students for many higher-level computer programming courses, giving them a background to understand any type of data structure used in computer programming. Applications for the Command Line Interface (CLI) and Graphical User Interface (GUI) will be programmed by the students. (48/32)
Prerequisite: CIS:142 or CIS:164

CIS:160 | 3
**Introduction to Visual Languages**
Introduces basic elements of programming in a visual language. Students become familiar with object-oriented program design, syntax and logic structures by gaining experience and practice in designing and coding a sequence of increasingly complex programs. Stresses good form design principles and structured and modular programming concepts. (32/32) Prerequisite must be passed with a minimum of a C- to progress in the Computer Analyst major. Prerequisite: CIS:122

*CIS:161 | 3
**C++**
Introduces the basic elements of procedural C++ programming. Students become familiar with the syntax and logic structures of C++ by gaining experience and practice in designing and coding a sequence of increasingly complex programs. Introduces object-oriented C++ programming later in the course. (32/32) Prerequisite must be passed with a minimum of a C- to progress in the Computer Analyst major. Prerequisite: CIS:122

*CIS:164 | 3
**Advanced C++**
Focuses on object-oriented C++ programming. Students learn advanced logic structures of C++ by gaining experience and practice in designing and coding a sequence of increasingly complex programs. (32/32) Prerequisite must be passed with a minimum of a C- to progress in the Computer Analyst major. Prerequisite: CIS:161

*CIS:171 | 3
**Java**
The basic features of the Java programming language. Explores the concepts of object-oriented programming, event handling, user interface programming and graphic techniques. Practical experience is gained in creating and modifying GUI Java applications. (32/32) Corequisite: CIS:122

CIS:177 | 3
**iO S Programming**
A basic introduction to the design and development of mobile applications for the Apple iOS platform from concept through completion of increasingly complex projects. (32/32) Prerequisite must be passed with a minimum of a C- to progress in the Computer Analyst major. Pre-/corequisite: CIS:122

CIS:197 | 3
**Fundamentals of Web Design**
Introduces the basics of webpage creation and maintenance. Uses hypertext markup language in the creation of webpages. Stresses good screen layout and design principles, includes use of application software to create webpages, explores enhancements and extensions of HTML and incorporates scripting in creating Web pages. (24/48)

CIS:207 | 3
**Fundamentals of Web Programming**
Introduces the basics of using programming languages in constructing dynamic websites. Covers advanced concepts of XHTML and CSS for basic page construction as well as the incorporation of programming languages such as JavaScript, PHP, AJAX, PERL, CGI, ASP.NET, RUBY, ADO.NET, MySQL. Creating dynamic processes when developing websites is emphasized. (32/32) Prerequisites must be passed with a minimum of a C- to progress in the Computer Analyst major. Prerequisites: CIS:122, CIS:197

CIS:242 | 3
**Information Security**
The fundamentals of information security, including a basic understanding of legal and ethical cyberspace issues. Taught with a mix of theory and hands-on applications (32/32) Prerequisites must be passed with a minimum of a C- to progress in the Computer Analyst major. Prerequisite: CIS:122. Corequisites: NET:156, NET:725

CIS:282 | 3
**Intrusion Detection and Prevention**
Focus is on the physical systems and topologies that help identify harmful intrusions in a computer network environment followed by a systematic physical implementation of safeguards within the network. (32/32)
Prerequisites must be passed with a minimum of a C- to progress in the Information Security Certificate. Prerequisites: CIS:242, NET:156. Corequisite: CIS:283

CIS:283  |  3
**Incident Response and Disaster Recovery**
Focus on identifying vulnerabilities within computer networks and determining measures to counteract the possible risks and eventual damage. Taught with a mix of theory and hands-on applications. (32/32) Prerequisites must be passed with a minimum of a C- to progress in the Information Security Certificate. Prerequisites: CIS:242, NET:156. Corequisite: CIS:282

*CIS:303  |  3
**Introduction to Database**
An introduction to managing a database. Database terms are identified and definitions are standardized. An understanding of the physical and logical organization of data and the meaningful representation of data relationships and structures are presented and reinforced with hands-on examples. Evaluates methods to achieve these logical relationships such as linked lists, chains, pointers and inverted files. (32/32) Prerequisite must be passed with a minimum of a C- to progress in the Computer Analyst or Computer Technology major. Prerequisite: CIS:115

CIS:400  |  3
**Introduction to Procedural Languages**
Introduces the basic elements of procedural languages. Presents logical structures, modular design, documentation techniques and file handling techniques. Familiarizes students with the syntax and logic structure of procedural languages by applying the language to a sequence of increasingly complex business application programs. (32/32) Prerequisites must be passed with a minimum grade of C- to progress in the Computer Analyst major. Prerequisites: CIS:115, CIS:122

CIS:450  |  3
**Project Lead the Way® – Computer Science Principles**
CSD implements the College Board’s CS Principles framework. Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing and introduce professional tools that foster creativity and collaboration. Projects and problems include app development, visualization of data, cybersecurity and simulation. The course aligns with CSTA 3B standards. (16/64) Pre-/corequisite: High school algebra I

*CIS:505  |  4
**Structured Systems Analysis**
Information needed for effective participation in a business environment dependent upon computers and their applications. Emphasizes the application of a structured, top-down process for the development of computer-based information systems, the concept of a system development life cycle and methods for managing the complex tasks associated with the various system development life cycle phases. (32/64) Prerequisites must be passed with a minimum of a C- to progress in the Computer Analyst or Computer Technology Network Administrator majors. Prerequisites: ENG:105, SPC:112, Psychology elective

CIS:614  |  3
**Advanced Visual Languages**
Provides knowledge of advanced programming techniques with a focus on object-oriented programming. Students learn advanced logic structures by designing and coding a sequence of increasingly complex programs and gain exposure to programming in a group environment. (32/32) Prerequisites must be passed with a minimum of a C- to progress in the Computer Analyst major. Prerequisite: CIS:160 or CIS:161

*CIS:615  |  3
**Post-Advanced Software Applications**
Advanced data processing concepts which include using visual basic to complete practical applications for spreadsheets and charting, word processing, database management and presentation graphics. (16/64) Prerequisites: BCA:212, BCA:213

*CIS:649  |  2
**PC Clinic**
Provides an understanding of technical support issues faced within the computer industry. Discusses the role of the help desk and decisions affecting the success of technical support. Emphasizes on how people, processes, technology and information affect the typical help desk. (8/48) Prerequisite must be passed with a minimum of a C- to progress in the Computer Analyst major. Prerequisite NET:103

CIS:732  |  3
**Programming Support**
Provides understanding of programming support issues faced within the computer industry. Discusses the role of the programmer and decisions that affect the success of application systems. Emphasizes how people, processes, technology and information affect the typical program. (32/32) Prerequisite must be passed with a minimum of a C- to progress in the Computer Analyst major. Prerequisite: CIS:207. Corequisite: CIS:161

CIS:800  |  3
**Computer Project Seminar**
Students develop a computerized solution to a simulated or real business problem. The system will be developed in a team environment emphasizing the knowledge and skills developed in previous computer courses. System needs will be assessed to determine the most appropriate solution to the specifications. Explores emerging trends and new topics in information technology. (16/64) Prerequisites must be passed with a minimum of a C- to progress in the Computer Analyst major. Prerequisites: CIS:303, CIS:505; and one programming language: CIS:161, CIS:207 or CIS:400

**CLS: Cultural Studies**

*CIS:150  |  3
**Latin American History and Culture**
Briefly examines the history of Latin America from the late Pre-Columbian era to the present. This historical sketch provides chronological context in which to examine the emergent Latin American culture and trace its
development. An interdisciplinary approach is used to draw upon history, literature, film and guest speakers to provide first-hand exposure to Latin American works. Emphasizes social structures, politics, religion and intellectual life. Presents many principal aspects of this complex culture. (48/0)

**COM: Communication**

**COM:020 | 3**

**Communication Skills**
Provides opportunity to develop as an effective employee. Emphasizes listening, speaking, writing and reading as these relate to student career needs. Course is geared primarily to students in diploma programs. (32/32)

**COM:120 | 3**

**Organizational Communication**
An applied and theoretical approach to investigate the formal and informal communications processes found in organizations. Applied aspects include interviewing, group work, formal and informal presentations and managing organizational communications through telecommunications technologies. Theoretical aspects explore and analyze the functional approach, the meaning-centered approach and several emerging perspectives on organizational communication. (48/0) Prerequisite: A minimum grade of C- in ENG:105 or an equivalent college-level course in composition

**COM:155 | 3**

**Newspaper Production**
Instruction and practical experience in the fundamentals of journalistic writing and reporting. Introduces interviewing techniques. Typing skills strongly recommended. (48/0) Prerequisite: A minimum grade of C- in ENG:105 or an equivalent college-level course in composition

**CON:111 | 2**

**Basic Drafting**
Fundamental knowledge of the principles of drafting equipment, lettering, freehand orthographic and pictorial sketching and orthographic instrument drawing. Includes lettering, dimensioning, symbols, conventions, sections and details. (16/32)

**CON:113 | 2**

**Construction Print Reading**
Stresses principles of interpreting trade blueprints and reading of specifications basic to all aspects of the trades. Deals with types of lines, development and arrangement of views, dimensioning practices and invisible edges. Incorporates practical problems from prints suited to the particular trade. (16/32)

**CON:209 | 1**

**Introduction to Drywall**
Designed for students in a residential-based carpentry program to receive hands-on training in the field of drywall (gypsum) installation. (0/32) Pre-/corequisite: Proof of First Aid/CPR certification

**CON:336 | 1**

**Care/Use of Hand/Power Tools**
Designed for students in a residential-based carpentry program to receive hands-on training in the proper use and maintenance of typical construction hand and power tools. (0/32) Pre-/corequisite: Proof of First Aid/CPR certification

**CON:369 | 1**

**Cabinet Installation**
Designed for students in a residential-based carpentry program to receive hands-on training in the field of kitchen cabinet and bathroom vanity installation as well as the installation of countertop and vanity tops. (0/32) Pre-/corequisite: Proof of First Aid/CPR certification

**CON:370 | 1**

**Interior Doors and Hardware**
Designed for students in a residential-based carpentry program to receive hands-on training in the field of interior door installation, including pre-hung, bi-fold and pocket door frames. (0/32) Pre-/corequisite: Proof of First Aid/CPR certification
CON:382  |  5  
Construction IV  
Designed for students with little or no experience in residential and commercial construction procedures. Instruction covers aspects of residential and commercial construction in both the laboratory and classroom. Students gain knowledge and participate in practical instruction and application of advanced: site layout, roof, floor, wall and stair systems, use of light equipment, welding, metal buildings and building skills to be a crew leader. Involvement in realistic practical construction projects will influence scheduling of these activities as well as necessitate inclusion of experiences related to the occupation. (48/64) Prerequisite: Proof of First Aid/CPR certification

CON:383  |  3  
Building Codes and Specifications  
A study of the construction building codes recommended by U. S. government agencies, the National Board of Fire Underwriters and Electrical Code. Also presents the development of specifications as used by the construction trades. Specifications guide the complete construction process as to kind and quality of materials, workmanship and the relationship of the parties concerned with specific projects. (48/0)

CON:384  |  5  
Cabinet Making  
Designed to provide basic skills and knowledge to construct and finish kitchen cabinets and casework. (32/96)

CON:385  |  3  
Construction Estimating  
Involves reading and understanding working drawings to the point cost, time, labor and material estimates can be made for the construction project. (48/0)

CON:388  |  1.5  
Basic Construction Skills  
Basic background to the construction industry. Understanding is gained of the skills, knowledge and abilities required to be a successful crafts person. Incorporates an in-depth review of OSHA Safety Rules designed to familiarize students with National Safety Standards for residential and commercial construction (16/16)

CON:389  |  4.5  
Construction Lab I  
Offers hands-on experience performing skills learned during Construction I lectures. During this lab experience, students will enroll online via CareerSafeOnline.com, complete and receive certification in the ten-hour OSHA Construction Industry Safety Standards. (0/144) Pre-/corequisite: Proof of First Aid/CPR certification

CON:390  |  3  
Construction II  
Designed for those with little or no experience in residential construction procedures. Covers aspects of residential construction in both the laboratory and classroom. Students gain knowledge of the construction trade, materials used, hand and power tools, floor systems, wall and ceiling framing, roof framing and window and exterior doors. (48/0) Prerequisite: Proof of First Aid/CPR certification

CON:391  |  3  
Construction III  
Designed for students with little or no experience in residential construction procedures. Instruction covers aspects of residential construction in both the laboratory and classroom. Students gain knowledge of exterior finishing, metal studs, stairs, drywalling, interior doors, ceilings, trim and cabinet installation. (48/0) Pre-/corequisite: Proof of First Aid/CPR certification

CON:392  |  3  
Construction IV  
Designed for those with little or no experience in residential construction procedures. Covers aspects of residential construction in both the laboratory and classroom. Students gain knowledge of the construction trade, materials used, hand and power tools, floor systems, wall and ceiling framing, roof framing and window and exterior doors. (48/0) Prerequisite: Proof of First Aid/CPR certification

CON:393  |  3  
Construction Lab II  
Emphasizes construction of residential and/or small commercial type structures. Provides practical instruction and hands-on learning in safe/proper tool usage, floor systems, wall, ceiling and roof framing, roof finishing and windows and exterior doors installation. Involvement in realistic practical construction projects will influence scheduling of these activities as well as necessitate inclusion of experiences related to the occupation. (0/272) Pre-/corequisite: Proof of First Aid/CPR certification

CON:394  |  3  
Construction Lab III  
Emphasizes construction of residential and/or small commercial type structures. Provides practical instruction and hands-on learning in exterior finishing, stairs, drywalling, interior doors, ceilings, trim and cabinet installation. Involvement in realistic practical construction projects will influence scheduling of these activities as well as necessitate inclusion of experiences related to the occupation. (0/240) Pre-/corequisite: Proof of First Aid/CPR certification

CON:395  |  8.5  
Construction Lab II  
Emphasizes construction of residential and/or small commercial type structures. Provides practical instruction and hands-on learning in safe/proper tool usage, floor systems, wall, ceiling and roof framing, roof finishing and windows and exterior doors installation. Involvement in realistic practical construction projects will influence scheduling of these activities as well as necessitate inclusion of experiences related to the occupation. (0/272) Pre-/corequisite: Proof of First Aid/CPR certification

CON:396  |  7.5  
Construction Lab III  
Emphasizes construction of residential and/or small commercial type structures. Provides practical instruction and hands-on learning in exterior finishing, stairs, drywalling, interior doors, ceilings, trim and cabinet installation. Involvement in realistic practical construction projects will influence scheduling of these activities as well as necessitate inclusion of experiences related to the occupation. (0/240) Pre-/corequisite: Proof of First Aid/CPR certification

CON:397  |  2  
Construction I  
Introduces site layout, concrete foundations and flat work, concrete forming and the handling, placement and finishing of concrete. (32/0) Pre-/corequisite: Proof of First Aid/CPR certification

CON:398  |  4.5  
Construction Lab I  
Offers hands-on experience performing skills learned during Construction I lectures. During this lab experience, students will enroll online via CareerSafeOnline.com, complete and receive certification in the ten-hour OSHA Construction Industry Safety Standards. (0/144) Pre-/corequisite: Proof of First Aid/CPR certification

COS:1  |  16  
Basic Principles in Cosmetology  
The first of a series of courses in the area of cosmetology and is required before advancement into other courses. Professional ethics, visual poise, hygiene and good grooming are but a few of the areas of emphasis, along with the safety and use of disinfection to protect the student and the general public. (64/0)

COS:10  |  4  
Basic Principles in Cosmetology  
The first of a series of courses in the area of cosmetology and is required before advancement into other courses. Professional ethics, visual poise, hygiene and good grooming are but a few of the areas of emphasis, along with the safety and use of disinfection to protect the student and the general public. (64/0)

COS:11  |  2  
Care of Skin and Scalp  
Provides a foundation of skin and scalp care and a basic understanding of the principles used in giving skin, scalp and hair treatments. (32/0) Pre-/corequisite: COS:110

COS:12  |  2  
Chemical Services II  
Provides an understanding of nail care. Principles of nail diseases and disorders, manicuring, pedicuring, nail extensions, acrylics, wraps and gels will be outlined and reviewed. (32/0) Pre-/corequisite: COS:110

COS:13  |  2  
Salon Management  
Foundation on how to work in and/or operate a cosmetology salon. Examines business principles, bookkeeping, insurance, salesmanship, psychology and salon policies. (32/0)
Practical Cosmetology Skills II
Students will demonstrate and execute the fundamentals of the various techniques of hair styling and cutting, learn how to use tools and styling aids for different hair textures and continue to build on all cosmetologist skills. (48/0 and 192 clinic hours) Prerequisites: COS:110, COS:159

Practical Cosmetology Skills IV
Students will demonstrate chemical services in the lab setting. Implementation of permanent waving methods, application of different hair coloring services, hair relaxing and hair pressing, manicuring, pedicuring and knowledge of nail diseases and disorders and will continue to demonstrate and build on the skills developed in cosmetology. (48/0 and 192 clinic hours) Pre-/corequisite: COS:160

Practical Cosmetology Skills VI
Reviews and expands on cosmetology safety procedures, skills, practical theory applications and legal requirements in the field of cosmetology. (48/0 and 192 clinic hours) Pre-/corequisite: COS:161

Practical Review
An overview of manipulative skills designed to provide practical hands-on experience in the cosmetology area. Allows individual options for practical experience including an overview of cosmetology theory and application with emphasis on the technical advances in the field. (0/32-128)

Haircutting and Styling Techniques
Teaches advanced haircutting procedures, how to use different tools for hair textures, and hair styling techniques. (16/0) Pre-/corequisite: COS:110

Chemical Services I
An educational approach to the significance of general anatomy and physiology, basics of chemistry, basics of electricity, chemical texture services and hair coloring. Students gain knowledge of cosmetology practices and understanding of the cosmetology profession. (48/0) Prerequisite: COS:110

Legal Aspects of Cosmetology
Presents the legal requirements necessary to become a licensed cosmetologist. Emphasizes knowledge of laws that must be followed while working and/or owning and operating a cosmetology salon. Course enables students to meet the state board examination. (16/0)

Comprehensive Cosmetology Review
An overview of all previous classes required and successfully completed. Preparation for state board examination and for becoming a successful cosmetologist. (48/0) Prerequisite: COS:110

Practical Cosmetology Skills I
The first of a series of cosmetology course practicums. Required before advancement into the other practicums. Labs will demonstrate proper hygiene, good grooming and sanitation techniques. Students will demonstrate basic cosmetology procedures. Emphasizes protection of the student and the general public. (32/0 and 192 clinical hours)

Practical Cosmetology Skills III
Identification of various techniques of skin and scalp care. Students will demonstrate different massage treatments and other treatments for healthy skin and scalp. Students will continue to demonstrate and build on cosmetology skills. (32/0 and 240 clinical hours) Pre-/corequisite: COS:119

Practical Cosmetology Skills V
Knowledge of business principles, bookkeeping, retail sales and salon policies designed for the cosmetologist. Course builds on previous practical skills needed to be a successful cosmetologist. (32/0 and 240 clinical hours) Prerequisite: COS:121

Cosmetology Mentoring
Experience for additional development and practice of cosmetology skills in a professional salon setting under the supervision of a licensed cosmetologist mentor. (96 coop hours) Prerequisite: Students shall not begin the mentoring program until they have completed a minimum of 50 percent of the total contact or credit hours and other requirements of the cosmetology program established by the school

Criminal Justice

Introduction to Criminal Justice
An overview of the U.S. criminal justice system introducing the institutions, individuals and mechanics of the criminal justice system and the constitutional and statutory framework as they relate to criminal justice issues. Examines the basic operation of this system as well as the structural and procedural changes which have occurred over recent years. (48/0)

Police and Society
An introductory course of law enforcement topics and policing problems in today's society with emphasis on personnel systems, operations, the history, culture and behaviors of the police environment. Explores ethical and practical issues facing police and police operations. Introduces issues regarding civil liability for police and departments, police discretion, community policing and diversity. Analyzes the attitudes and styles of and toward the policing community. (48/0)

Introduction to Corrections
A survey course reviewing the history, development and functions of the correctional system and programs. Introduces the history, philosophies, goals and processes of the correctional system with an emphasis on the U.S. correctional system. Students learn about the purposes and goals and the methods to achieve the goals of the corrections system and examine the system components from the legal, ethical and functional perspectives. (48/0)
**CRJ:124 | 3**

**Deviance and Crime**
An introductory course which defines deviance and introduces the behaviors, conditions and people who should be designated as deviant or criminal. (48/0)

**CRJ:131 | 3**

**Criminal Law and Procedure**
Prepares the student with the skills and competencies to understand criminal law and procedure and to assist a prosecuting attorney or a criminal defense attorney/public defender in the area of investigation and litigation. (48/0) Prerequisite: CRJ:100

**CRJ:141 | 3**

**Criminal Investigation**
Introduces the field of criminal investigations from the perspective of the various enforcement agencies within the Criminal justice arena including but not limited to the police officer, sheriff's officer, public defender-prosecuting attorneys’ investigators and other law enforcement-related persons. Provides an overview of the early beginnings of investigations to the current new age developments of crime-solving techniques. (48/0)

**CRJ:200 | 3**

**Criminology**
Introduces criminology theory and practice in a cross-cultural perspective as well as the causes and effects of crime, the theoretical explanations to crime and crime patterns, the social contexts of crime, issues faced in family violence, hate crimes, white-collar crimes and human behaviors that affect crime and its consequences. (48/0)

**CRJ:201 | 3**

**Juvenile Delinquency**
Introduces the conceptions, history, establishment, philosophies and structure of the juvenile justice system. Reviews the system from the perspective of the courts, system support personnel, the juvenile and family members. Discusses the theoretical and practical workings of the juvenile justice system and the differences in the system vis-à-vis the adult criminal system. Provides insight into the protection of individual rights and the goals of prevention and treatment of the juvenile. (48/0)

**CRJ:230 | 3**

**Evidence**
Analyzes the area of evidence from the perspective of a participant in the criminal justice system. Introduces concepts concerning the criminal justice process, direct and circumstantial evidence, witness testimony, the hearsay rule and its exceptions and obtaining evidence admissible in a court proceeding. Students learn about the legal, ethical and practical considerations involved in identifying and obtaining evidence and the rules concerning the use of evidence in a criminal justice context. (48/0) Prerequisite: CRJ:100

**CRJ:249 | 3**

**Issues in Domestic Violence**
Provides theoretical and historical information regarding the subject of domestic violence and offers studies in theory and a practical orientation to factors that affect individuals, families and legislation and services involved. Explores behavioral, cultural, legal and ethical implications in domestic violence and abuse and addresses the characteristics, causes and effects and prevention. (48/0)

**DEA: Dental Assisting**

**DEA:203 | 1.5**

**Applied Anatomy and Physiology**
An introductory anatomy and physiology course geared to meet the needs of dental assisting students. (24/0)

**DEA:250 | 4.5**

**Dental Science**
Content in areas of dental anatomy oral histology, dental health education, nutrition, microbiology, infection control and hazards management. (68/8)

**DEA:261 | 2.25**

**Dental Science II**
Covers different medical and oral pathological conditions and manifestations, including prevention, etiology, physiology and treatment. The pharmacology section provides information necessary to develop a basic understanding of drugs and their uses and misuses. Assisting medically compromised patients and recognizing and assisting for a medical emergency are also addressed. (32/8) Prerequisites: A minimum grade of C- in DEA:203, DEA:250

**DEA:310 | 2.25**

**Dental Radiography I**
Presents background information in radiography and covers the uses of radiation in dentistry, characteristics of radiation, technical aspects of production, components and functions of dental x-ray machines, radiation safety, effects of exposure, film and film processing, landmarks, the interproximal examination, intra oral photos and an introduction to panoramic procedure. (32/8) Prerequisite must be passed with a minimum grade of C-. Pre-/corequisite: DEA:250

**DEA:321 | 2**

**Dental Radiography II**
Practical experience in exposing radiographs. Includes units of specialized techniques for children, edentulous patients, extra-oral exposures and photography. Students will not diagnosis conditions, but will learn to interpret the quality of radiographs and the general characteristics of normal and abnormal conditions. (16/32) Prerequisites: A minimum grade of C- in DEA:250, DEA:310

**DEA:410 | 1.5**

**Dental Materials I**
The basic principles of dental materials. Studies the physical and chemical composition plus function and manipulation of various dental materials. Allows students to perform individualized laboratory procedures, evaluation and application of skills commonly utilized in the dental office. Content includes cavity varnishes, liners, intermediary bases, dental cements, amalgam and composite restorative materials and preventive dental materials. (16/16)

**DEA:418 | 3**

**Dental Materials II**
A continuation of Dental Materials I. Includes the study of physical and chemical composition plus function and manipulation of various dental materials. Students perform individualized laboratory procedures, evaluation and application of skills commonly utilized in the dental office. Content includes gypsum, alginate, synthetic resins and elastomeric impression materials Covers fabrication of provisional restorations, uses of dental waxes, abrasives and dental metals. (16/64) Prerequisites: A minimum grade of C- in DEA:250, DEA:410, DEA:511
### Principles of Dental Assisting
Basic principles of chairside dental assisting including the care and identification of equipment and instruments and patient care. Presents basic fundamental assisting in routine procedures with the utilization of four-handed dentistry. Includes information on coronal polish, rubber dam and moisture control. (52/64) Pre-/corequisite: DEA:250

### Dental Externship I
Provides actual experience in chairside assisting, laboratory procedures and reception duties by completing clinical rotations in various dental offices. Dental assisting students gain experience in both specialty and general dental offices serving the public with quality dental care. Includes participation in a one-hour weekly seminar scheduled by the instructor. (12/0 and 208 coop hours) Prerequisites must be passed with a minimum grade of C-. Prerequisite: DEA:570. Pre-/corequisites: DEA:261, DEA:321, DEA:418, DEA:601

### Dental Externship II
Provides actual experience in chairside assisting, laboratory procedures and reception duties by completing clinical rotations in various dental offices. Dental assisting students gain experience in both specialty and general dental offices serving the public with quality dental care. Includes participation in a one-hour weekly seminar scheduled by the instructor. (12/0 and 208 coop hours) Prerequisites must be passed with a minimum grade of C-. Prerequisite: DEA:570. Pre-/corequisites: DEA:704; and PSY:111 or PSY:112

### Dental Clinic Internship
Provides practical experience in basic dental assisting procedures and exposure to patient management situations common to a general dental office. Students assist local dentists in the school clinic by carrying out necessary dental procedures on low-income patients referred by social service agencies. All areas of the dental office are included in this phase of instruction and students will rotate on a routine schedule throughout each area utilizing information provided that is necessary in developing greater awareness of human dynamics. Students will participate in a weekly seminar. (12/0 and 36 clinical hours) Prerequisites must be passed with a minimum grade of C-. Prerequisites: DEA:203, DEA:250, DEA:310, DEA:410, DEA:511. Pre-/corequisites: DEA:261, DEA:321, DEA:418, DEA:601

### Dental Office Procedures
Acquaints students with the job seeking process and the clerical duties of the dental office. Topics include resumes, cover letters, interviewing and follow-up; dental office communications including telephone skills, written communication and marketing; business operating systems, including procedure manuals, computer applications, record keeping, filing systems, appointment control, recall systems, inventory management, budgeting and equipment repair; and financial management, including account management, accounts receivable and payable, checks, business summaries, payroll and insurance. (24/16) Prerequisites: A minimum grade of C- in DEA:250, DEA:511, DEA:601

### Dental Specialties
Covers the dental specialties of endodontics, dental public health, periodontics, pediatric dentistry oral surgery orthodontics, fixed prosthodontics and removable prosthodontics. (72/8) Prerequisites: A minimum grade of C- in DEA:250, DEA:511

### Dental Office Procedures
Acquaints students with the job seeking process and the clerical duties of the dental office. Topics include resumes, cover letters, interviewing and follow-up; dental office communications including telephone skills, written communication and marketing; business operating systems, including procedure manuals, computer applications, record keeping, filing systems, appointment control, recall systems, inventory management, budgeting and equipment repair; and financial management, including account management, accounts receivable and payable, checks, business summaries, payroll and insurance. (24/16) Prerequisites: A minimum grade of C- in DEA:250, DEA:511, DEA:601

### Dental Specialties
Covers the dental specialties of endodontics, dental public health, periodontics, pediatric dentistry oral surgery orthodontics, fixed prosthodontics and removable prosthodontics. (72/8) Prerequisites: A minimum grade of C- in DEA:250, DEA:511

### Dental Office Procedures
Acquaints students with the job seeking process and the clerical duties of the dental office. Topics include resumes, cover letters, interviewing and follow-up; dental office communications including telephone skills, written communication and marketing; business operating systems, including procedure manuals, computer applications, record keeping, filing systems, appointment control, recall systems, inventory management, budgeting and equipment repair; and financial management, including account management, accounts receivable and payable, checks, business summaries, payroll and insurance. (24/16) Prerequisites: A minimum grade of C- in DEA:250, DEA:511, DEA:601

### DRA: Film and Theatre
*### American Film*
An introductory course in film studies, surveying the American film industry as an art form, as an industry and as a system of representation and communication. Explores how American film making works technically, aesthetically and culturally to reinforce and challenge America’s national self-image. (48/0) Prerequisites: ENG:105 with a minimum grade of C- or an equivalent composition course at another college or university with a minimum grade of C-

### DSL: Diesel
*### Diesel Engine Principles*
The historical development of the diesel engine. Theory of operation and designs of compression ignition engines, combustion chamber shapes and cooling and lubrication systems are examined in the classroom. (24/80)

### Diesel Support Systems
Introduces complete air intake systems including rotor-type air blowers, turbo chargers, super chargers and external governors. Addresses the diagnosis and repair of fuel systems in diesel engines. Instruction covers components, fuel characteristics and operations of various fuel systems of the major engine manufacturers. Provides background in understanding water temperature control, water circulation, heater cores, related test equipment and general service procedures. (8/80)
ECE: Early Childhood Education

ECE:103  |  3
Introduction to Early Childhood Education
A historical and philosophical foundation of the early childhood education field. Includes an overview of assessment and trends that influence best practices. Explores careers in the field and addresses influences of families and diversity. (48/0)

ECE:133  |  3
Child Health, Safety and Nutrition
Addresses the interrelationship of health, safety and nutrition to the growth and development of young children. Based on the preventive health concept, emphasis given to nutrient composition of foods, the relationship of nutrients to growth, motor, cognitive and emotional development. Includes conditions affecting children's health, management of acute and chronic illness and general safety principles in planning the young child's environment. (48/0)

ECE:158  |  3
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 areas of dramatic play, art, music, fine and gross motor play. (48/0)

ECE:159  |  3
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. Emphasizes understanding children's developmental stages and developing appropriate learning opportunities, interactions and environments in the areas of emergent literacy, math, science, technology and social studies. (48/0) Prerequisite: ECE:158. Corequisite: ECE:359

ECE:170  |  3
Child Growth and Development
Reviews typical and atypical development of children from conception to adolescence in all developmental domains. Examines interactions between child, family and society within a variety of community and cultural contexts. Examines theories and evidence-based practices associated with understanding and supporting young children. (48/0)

ECE:221  |  3
Infant/Toddler Care and Education
The growth and development of infants and toddlers and issues critical to their care. Emphasizes development, health and safety, developmentally appropriate practices, curriculum and environments. Includes theoretical perspectives, trends in American families, infant/toddler programs and research implication. (48/0)

ECE:243  |  3
Early Childhood Guidance
Focuses on 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. (48/0)

ECE:248  |  3
Early Childhood Language Development
Acquaints students with the process of language development and familiarization with typical preschoolers' speech. Explores methods and techniques of expanding children's use of language. (48/0)

ECE:277  |  2
Early Childhood Field Experience I
Provides experience in an early childhood program in the surrounding communities. Students observe developmental characteristics of children, guidance and teaching strategies and assist with activities and routine tasks. Frequent conferences are scheduled with cooperating teachers and/or early childhood faculty to discuss plans, presentations and performances. (128 coop hours) Prerequisites must be passed with a minimum grade of C. Prerequisites: ECE:103, ECE:133, ECE:158, ECE:248, PSY:222. Pre-/corequisites: ECE:159, ECE:221, ECE:243

ECE:278  |  3
Early Childhood Field Experience II
Provides opportunities to work in early childhood programs. Students will begin to construct their personal philosophy of early childhood education and demonstrate growth in the performance of quality care giving. As students assume more responsibility, they will be encouraged to participate in a reflective process with cooperating teachers and early childhood faculty. (192 coop hours) Pre-/corequisites: ECE:159, ECE:221, ECE:243, ECE:277

ECE:290  |  3
Early Childhood Program Administration
This course address the basic principles common to administering quality early childhood programs. Emphasis is on the 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. Designed for second-year students and persons interested in becoming a program administrator. (48/0) Prerequisite: A minimum of 12 credits in early childhood education and a minimum of 2,000 hours in an educational setting. Corequisite: ECE:930
COURSE DESCRIPTIONS

ECE:343  |  1
Early Childhood Guidance Lab
Focuses on effective approaches and positive guidance strategies supporting the development of all children. Students observe and utilize strategies taught in ECE:243. (0/32)
Corequisite: ECE:243

ECE:359  |  1
ECE Curriculum II Lab
Practice in the selection and use of assessment techniques, plan and set up age, individually and culturally appropriate learning centers, activities and group experiences for young children. Emphasizes understanding children's developmental stages, identifying and participating in appropriate learning opportunities and interactions and environments in the areas of: emergent literacy, math, science, technology, social studies, creative art, music and movement, dramatic play, fine and gross motor play and outdoor experiences. (0/32) Prerequisite:
ECE:158. Corequisite: ECE:159

ECE:920  |  2
Field Experience/ECE
Supervised experience in selected early childhood settings serving children birth through age eight. Includes integration of theory, research and reflective practices. Provides an understanding of developmentally appropriate practices and the developmental stages of diverse populations of young children and their families. Emphasizes professional relationships and behavior, appropriate adult/child interactions, basic curriculum planning and program routines. (128 coop hours) Prerequisites: ECE:103, ECE:133, ECE:158. Pre-/corequisites: ECE:159, ECE:170, ECE:221, ECE:243, ECE:343, ECE:359

ECE:930  |  1
Administrative Practicum
Experience in a community-based setting designed to further competencies in early childhood program administration, management and leadership. (0/32)
Corequisite: ECE:290

ECN: Economics

*ECN:110  |  3
Introduction to Economics
Presents material that is both macroeconomic and microeconomic in nature. Primarily a survey course to introduce students to how our economic system works. (48/0)

*ECN:120  |  3
Principles of Macroeconomics
Presents material essential to an understanding of the economic forces at work in our global society: the market system, supply and demand, gross national product, gross domestic product, the banking system, fiscal and monetary policy, international trade and various economic systems employed throughout the world. (48/0)

*ECN:130  |  3
Principles of Microeconomics
Presents material essential to an understanding of microeconomic theory and concepts: constrained maximization, scarcity, opportunity costs, marginal decision-making, indifference curve analysis, budget constraint analysis, production cost analysis, various market structures, roles each sector of our economy plays and diverse economic problems that plague our economy. (48/0)
Prerequisite: ECN:120

EDU: Education

*EDU:100  |  3
History of Community College
Focuses on the history of educational institutions in the U.S. identified as community colleges. History is traced back to the establishment of the first junior college in Joliet, IL, to the current time. Explores philosophy, mission and purpose of community colleges as well as the various areas of a comprehensive community college. Discusses student population, college organization, faculty and staff and outcomes accountability. Course directs participants to explore elements of course content relative to the community college they are associated with as an authentic example. (48/0)

*EDU:110  |  3
Exploring Teaching
Introduces the teaching profession and field of education. Overviews the school as an institution of American society and gives a general history of U.S. education. Includes learning, curriculum, instruction in the (pre) K-12 system, current strategies and methods, assessment and technology, as well as diversity, the complexity of diverse learners, educational legislation and the role of teachers. Students will explore the foundation for becoming a reflective practitioner and will initiate professional portfolios based on national/state standards. (48/0)

*EDU:130  |  3
Home, School and Community Relations
Studies the importance of collaborative efforts of the school, home and community to the promotion of the children’s healthy development. Research relating to parental involvement, impact of inclusion and factors which place families at risk are examined. Explores attitudes, philosophies and practical techniques useful in building relationships with families and communities. (48/0)

*EDU:210  |  3
Foundations of Education
A basic historical, philosophical and sociological orientation to the field of American education, including a study of contemporary issues and problems. (48/0)

*EDU:235  |  3
Children’s Literature
Studies children's literature and its role in supporting literacy development. Acquaints students with a variety of authors, illustrators and genres. Provides insight into the selection of and criteria for the evaluation of developmentally appropriate literature. Within children's literature, issues addressing diversity, richness of cultures, respect, contemporary and controversial issues and developmental appropriateness is explored. Presents emergent literacy and its importance in the early childhood years and literacy in the elementary and adolescent years. (48/0)
*EDU:243 | 3
Diverse Learners
Exploration of a variety of “differences” within diverse learners and factors of importance in effective interaction. Covers development of the “self,” identity and culture as factors in understanding oneself and others. Explores learning styles and related concepts. Utilizes Myers-Briggs Type Indicator and learning style preferences. Participants examine their own perceptions and utilize their community college student population and the associated community for authentic examples (48/0)

*EDU:282 | 1
Field Experience: Exploring Teaching
Explores the career of teaching through active observation and participation in an assigned classroom. Students may be called upon to assist classroom teachers with appropriate classroom tasks. (0/32) Pre-/corequisite: EDU:110

EGR: Engineering

EGR:400 | 3
Project Lead the Way® - Introduction to Engineering Design
Focuses on design process and application. Experience is gained through hands-on projects involving application of engineering standards and documentation of work in engineering notebooks. Industry-standard 3D modeling software is utilized to assist in designing solutions to proposed problems. (16/64) Corequisite: High school Algebra I or equivalent

EGR:410 | 3
Project Lead the Way® – Principles of Engineering
Develops engineering problem-solving skills. Knowledge of research and design is applied to create solutions to various challenges, document work and communicate solutions. Topics include mechanisms, energy, statics, materials and kinematics. (16/64) Prerequisite: EGT:400 recommended but not required

EGR:420 | 3
Project Lead the Way® – Digital Electronics
Introduction to the process of combinational and sequential logic design, engineering standards and technical documentation. (16/64) Prerequisite: EGT:400 and EGT:410 recommended but not required

EGR:450 | 3
Project Lead the Way® – Computer Integrated Manufacturing
Focuses on the history of manufacturing, robotics and automation, manufacturing processes, computer modeling, manufacturing equipment and flexible manufacturing systems. Computer modeling skills are enhanced by applying principles of robotics and manufacturing automation to the creation of three-dimensional designs. (16/64) Prerequisite: EGT:400 or EGT:410 recommended but not required

EGR:460 | 3
Project Lead the Way® – Civil Engineering and Architecture
Introduction of the various aspects of civil engineering and architecture. Knowledge is applied to the design and development of residential and commercial properties and structures. Major course projects are designed using 3D software to design and document solutions for major projects. Solutions are presented to peers and professional engineers and architects. (48/0) Prerequisite: EGT:400 recommended but not required

EGR:470 | 3
Project Lead the Way® – Engineering Design and Development
A research course requiring the formulation of a solution to an open-ended engineering question. Skills gained in other Project Lead the Way® courses and work with a community mentor is utilized throughout the process. Requires written reports on engineering application, defense of reports and submission to a panel of outside reviewers. (16/64) Prerequisites: EGT:400, EGT:410

EGR:166 | 2
SolidWorks
Introduces the aspects of designing with solid modeling and parametric modeling using the software SolidWorks. A solid foundation in SolidWorks is provided by utilizing projects with step-by-step instructions for the beginning SolidWorks user. Provides opportunity to explore the user interface, CommandManager, menus, toolbars, and modeling techniques to create parts, assemblies and drawings in an engineering environment. Establishes a good basis for entering and growing in the field of computer-aided engineering. (8/48)

EGR:173 | 2
Manufacturing Materials
Studies the physical and mechanical properties of engineering materials and their use in mechanical application. Covers carbon and alloy steels, tool steel, cast irons, nonferrous metals, plastics and powder metals. Metallurgical laboratory work is performed to acquaint students with stress, strain, hardness, shear, compression and microstructure. (16/32)

EGR:235 | 3
Hydraulics and Pneumatics
Studies the basic principles and components of hydraulics and pneumatics. Includes compressed air systems, air compressors, air-line filters and pressure regulators, pneumatic cylinder operation, air motors, air gauging and air-line lubricators. Hydraulics topics cover hydraulic cylinders and rams, pressure accumulators, fluid reservoirs, filtrations and pressure, flow and directional control valves. (32/32)

EGR:266 | 3
Parametric Modeling II
A parametric modeling class using SolidWorks software, providing a solid foundation in SolidWorks by utilizing projects with step-by-step instructions for the beginning SolidWorks user. Explores the user interface, CommandManager, menus, toolbars and modeling techniques to create parts, assemblies and drawings in an engineering environment. (16/64) Prerequisite: EGT:166
COURSE DESCRIPTIONS

EGT268 | 4
Manufacturing Processes III
Encompasses the study of LEAN manufacturing, geometric dimensioning and tolerancing and statistical processes control. LEAN manufacturing refers to manufacturing methodologies based on maximizing value and minimizing waste in the manufacturing process. Geometric dimensioning and tolerancing is based on standard ANSI Y14.5 and covers terms, definitions and general tolerancing theory. Statistical process control is a study of the statistical techniques widely used in industry to improve quality of products and reduce manufacturing cost. Both are used in waste reduction of material and time. (64/0)

EGT300 | 3
Energy Efficiency and Auditing
An entry-level course for the homeowner, business owner, plant manager looking to identify problem areas and possible solutions to losses of energy in buildings. Covers heat gains and losses and the best possible solutions from an economic standpoint. Addresses residential, commercial, and industrial processes. (48/0)

EGT306 | 2
Technical Project Management
Introduces the essential concepts and process necessary to manage technical projects, including the organization and management of project teams. Emphasizes communication with a focus on how to document and communicate project developments within and outside the teams. Utilizes project management software. Emphasizes managing technical projects including alternate techniques depending on scope of project and style of product. (32/0)

EGT400 | 3
Project Lead the Way® – Introduction to Engineering Design
Focuses on design process and application. Experience is gained through hands-on projects involving application of engineering standards and documentation of work in engineering notebooks. Industry-standard 3D modeling software is utilized to assist in designing solutions to proposed problems. (16/64) Corequisite: High school Algebra I or equivalent

EGT410 | 3
Project Lead the Way® – Principles of Engineering
Develops engineering problem-solving skills. Knowledge of research and design is applied to create solutions to various challenges, document work and communicate solutions. Topics include mechanisms, energy, statics, materials and kinematics. (16/64) Prerequisite: EGT400 recommended but not required

EGT420 | 3
Project Lead the Way® – Digital Electronics
Introduction to the process of combinational and sequential logic design, engineering standards and technical documentation. (16/64) Prerequisite: EGT400 and EGT410 recommended but not required

EGT440 | 3
Project Lead the Way® – Biotechnical Engineering
Exploration of the diverse fields of biotechnology. Hands-on projects assist in understanding engineering design problems related to biomechanics, cardiovascular engineering, genetic engineering, tissue engineering, biomedical devices, forensics and bioethics. Application of biological and engineering concepts is used to design materials and processes that directly measure, repair, improve and extend living systems. (16/64) Prerequisite: EGT400 or EGT410 recommended but not required

EGT450 | 3
Project Lead the Way® – Computer Integrated Manufacturing
Focuses on the history of manufacturing, robotics and automation, manufacturing processes, computer modeling, manufacturing equipment and flexible manufacturing systems. Computer modeling skills are enhanced by applying principles of robotics and manufacturing automation to the creation of three-dimensional designs. (16/64) Prerequisite: EGT400 or EGT410 recommended but not required

EGT460 | 3
Project Lead the Way® – Civil Engineering and Architecture
Introduction of the various aspects of civil engineering and architecture. Knowledge is applied to the design and development of residential and commercial properties and structures. Major course projects are designed using 3D software to design and document solutions for major projects. Solutions are presented to peers and professional engineers and architects. (48/0) Prerequisite: EGT400 recommended but not required

EGT470 | 3
Project Lead the Way® – Engineering Design and Development
A research course requiring the formulation of a solution to an open-ended engineering question. Skills gained in other Project Lead the Way courses and from experience with a community mentor are utilized throughout the process. Requires written reports on engineering application, defense of reports and submission to a panel of outside reviewers. (16/64) Prerequisites: EGT400, EGT410

EGT801 | 3
Engineering Technology Internship
Supervised occupational experience in a cooperating manufacturing firm provides some practical experience in as many types of manufacturing processes and office procedures as possible to ready students for successful employment. Students will be visited a minimum of two times and a final report will be filed and shared orally with class NICC advisors. (192 coop hours) Prerequisite: Successful completion with an average of C- or better of two previous terms in the ET program

ELE: Electrical Technology

ELE107 | 3
Electrical Blueprint Reading
Opportunity to learn how to read construction blueprints, prepare blueprints, plans and specifications from a customer’s description and use these preparations in the construction field. Stresses principles of interpreting trade blueprints and reading of specifications basic to all aspects of the trades. Deals with types of line, development and arrangement of views, dimensioning practices and invisible edges. Emphasizes design of commercial and residential structures. (48/0) Pre-/corequisite: ELE142
ELE:113 | 3  
**AC/DC Fundamentals**  
Introduces AC/DC theory, the concepts of electricity and its sources, basic circuits, schematics, Ohm's Law, troubleshooting, motors and generators, relays and switches and electrical measurement devices. Combines lectures and labs to assist students in understanding these concepts. (32/32) Pre-/corequisite: MAT:063, MAT:773 or qualifying math placement score

ELE:117 | 5  
**DC Theory**  
A comprehensive introduction to the principles of direct current electricity. Includes theory and theorems related to DC sources, resistive networks and circuits, power and the relationship between voltage, current and resistance. Practical laboratory experiences allow students to gain familiarity with sources, components and basic measuring instruments as well as required laboratory safety practices. (40/80) Corequisite: MAT:063, MAT:744 or MAT:773

ELE:118 | 5  
**AC Theory**  
A comprehensive introduction to alternating current electricity. Theorems studied in DC Theory are applied to resistance as well as capacitance, inductance, impedance, reactive power and phase relationships. Vector analysis using both the polar and rectangular (ap) coordinate systems are applied extensively in this course. The caloratory activities provide practical insights into the subject matter. (40/80) Prerequisite: A minimum grade of C- in ELE:117

ELE:135 | 5  
**Electrical Installation**  
Studies up-to-date industrial and commercial electrical installations. Discusses topics such as service entrances, circuits, conductors, outlets and remote control systems. (16/128) Prerequisite: A minimum grade of C- in ELE:118. Pre-/corequisite: ELE:151

ELE:142 | 1  
**Electrical Materials Identification**  
An overview of the history and future of career job opportunities. Students are required to identify electrical components used in electrical work and become familiar with tools and materials frequently used in the industry. (16/0)

ELE:146 | 6  
**Commercial-Residential Lab**  
Practical experience in using electrical tools, making electrical connections and wiring remote control systems. Covers the installation of service equipment, grounds, conduit wiring and non-metallic wiring in different types of buildings. (0/192) Prerequisite: ELE:135

ELE:147 | 1  
**Estimating**  
Introduces estimating. Student work will consist of doing a take-off from a set of plans, preparing a bid for submission to a contract opening and ordering the materials needed for the job. (0/192) Prerequisite: ELE:107

ELE:148 | 4  
**Solid State Fundamentals**  
Introduces basic theory as well as the operation and industrial applications of solid-state electronic components in industrial applications. Includes numerous lab experiments using various types of test instruments. (32/64) Prerequisite: A minimum grade of C- in ELE:118

ELE:151 | 3  
**National Electrical Code I**  
An introduction to the National Electrical Code designed to help students become familiar with and to use the code book. (32/32) Prerequisites: ELE:117, ELE:142; A minimum grade of C- in ELE:118. Pre-/corequisite: MAT:744

ELE:152 | 3  
**National Electrical Code II**  
The code is studied in terms of its application to residential, industrial and commercial service entrances; wiring systems; and special signaling systems or warning systems. (32/32) Prerequisite: ELE:151

ELE:171 | 4  
**Power Systems**  
Familiarization with current practices in the generation, transformation and application of single- and poly-phase power systems. (64/0) Prerequisite: ELE:152

ELE:172 | 3  
**Fundamentals of Fluid Dynamics**  
Introduces hydraulic and pneumatic theory. Subject matter includes hydraulics, pneumatics, pressures and power sources. (32/32) Prerequisite: MAT:063, MAT:773 or qualifying placement score

ELE:193 | 3  
**Motor Repair**  
The principles of generators, motors, controllers and electrical power systems. Covers most types of motors, such as DC, split phase and three-phase induction motors. Includes servicing and troubleshooting electric motors and controllers. Explores both manual and automatic types of controllers. (16/64) Prerequisite: A minimum grade of C- in ELE:118

ELE:196 | 4  
**Motor Control Principles**  
A thorough, practical study of electrical machine control related to circuit design, maintenance and troubleshooting. Addresses the diversity of control devices and applications, examining both current practices and the continuing technological evolution of the control industry. Enhances understanding of basic control circuits by the step-by-step description of the sequence of operation for each circuit. (16/96) Prerequisites: ELE:135, ELE:151 and a minimum grade of C- in ELE:118

ELE:203 | 4  
**Motor Control Circuits**  
A practical overview of electrical machine control related to circuit design, maintenance and troubleshooting. Addresses diversity of control devices and applications examining both current practices and continuing technological evolution of the control industry. Enhances understanding of the basic control circuits by the step-by-step description of the sequence of operation for each circuit. (32/64) Prerequisite: HCR:403
and connect process control systems in industrial applications, thus broadening their employment opportunities. (32/32)
Pre-/corequisite: IND:231

ELT:171 | 3
Programmable Logic Controllers (PLCs)
Introduces PLC tasks such as programming, wiring, troubleshooting, communications and advanced programming. Includes industrial relevant skills on how to operate, interface, program and troubleshoot PLC systems and how to set up software drivers, log onto networks, upload and download projects and search for documentation. (24/48)

ELT:180 | 2
Microcontroller Applications
Theory and application of microcontrollers for physical computing. Students will program microcontrollers to interact with the physical world using the microcontroller native programming language. Teaches the basic architecture of the microcontroller, the microcontroller instruction set, the microcontroller hardware features and hardware interfacing. (16/32) Prerequisite: ELT:317

ELT:378 | 4
AC Circuit Analysis
The fundamental theories of alternating current. Theories are applied in various circuits and include laboratory experiments on power factor, sine wave analysis, resonant circuits, capacitance, inductance, Q of coils, magnetism and resistance. (32/64) Prerequisite: ELT:373

ELT:410 | 4
Electronic Communication Systems
A study of various electronic communications systems and circuits. Topics include oscillators, amplitude and frequency modulation, radio communications techniques, pulse and digital communications, antennas and fiber optics. (32/64) Prerequisite: ELT:580

ELT:530 | 3
Semiconductors
Focuses on semiconductors (active devices). Topics include composition, parameters, linear and non-linear characteristics, in-circuit action, amplifiers, rectifiers and switching circuits. (20/56) Prerequisite: ELT:378

ELT:531 | 3
Advanced Semiconductors
Analyzes amplifier rectification, filtering and regulation circuits. Amplifier circuits are divided into classes of operation and DC and AC operating parameters are presented. Also studies SCR, DIAC, Triac, MOS FET, JFET and CMOS devices. (20/56) Prerequisite: ELT:530
Microelectronic Circuits
Studies various applications of linear integrated circuits. Topics include the differential amplifier, inverting and non-inverting amplifiers, the integrator, filters, comparators, the phase locked loop, the S55 timer, A/D and D/A converters and voltage regulators. (32/64) Prerequisite: ELT:531

ELT:613 | 4
Microprocessors
A study microprocessors. Topics include architecture, software and interfacing the microprocessor to a microcomputer system. (32/64) Prerequisite: ELT:310

ELT:630 | 5
Microprocessor/Interfacing
Introduces microprocessors and their applications. Topics include assembly language programming and microprocessor interfacing. Emphasizes troubleshooting microprocessor-based systems. (48/64) Prerequisite: ELT:328

ELT:715 | 3
Introduction to Automation Systems/Robotics
Develops comprehensive understanding of concepts that embody industrial robotics and automated systems. Material covers integration of the robot with the automated work cell. Emphasizes hardware, software and programming that supports the implementation of automated work cells and manufacturing systems. (20/56) Prerequisite: ELT:123, ELT:171, or IND:235

EMS: Emergency Medical Services
EMS:200 | 8
Emergency Medical Technician
Prepares the EMT student to provide pre-hospital assessment and care for patients of all ages with a variety of medical conditions and traumatic injuries. Includes an introduction to emergency medical services systems, roles and responsibilities of EMTs, anatomy and physiology, medical emergencies, trauma, special considerations for working in the pre-hospital setting and providing patient transportation. (76/56 and 72 clinical hours) Prerequisite: Must be at least 17 years of age prior to enrolling

EMS:270 | 12
Paramedic Level I
Introduces the history of EMS as a profession. Discusses the importance of research, safety, documentation, communication and ethics. Covers anatomy and physiology relating to EMS. Expands knowledge of medical terminology as well as pathophysiology. Introduces advanced patient assessment, advanced airway procedures, pharmacology and medical administration. Prepares students for various trauma emergencies. Clinical experiences begin during this course. (132/64 and 84 clinical/field experience hours) Prerequisite: EMT Certificate

EMS:271 | 16
Paramedic Level II
Prepares students to recognize various disease/illness pathologies while continuing clinical and field experiences. Discusses pediatric, geriatric and psychiatric patient populations. Expands knowledge of cardiovascular disease as well as pathophysiology. Discusses individual patient needs regarding cardiac monitoring and resuscitation. (108/104 and 288 clinical/field experience hours) Prerequisite: EMS:270

EMS:272 | 11
Paramedic Level III
Solidifies the process in utilizing critical thinking to determine a working field diagnosis and formulates an appropriate treatment plan for various pathologies. During this course, students will complete their clinical and field experiences. Course includes segments on EMS operations and special populations. (68/64 and 228 clinical/field experience hours) Prerequisites: EMS:270, EMS:271

ENG: English Composition

**ENG:045 | 3 Communication through Reading and Writing I**
Developed for students who have experienced difficulty in reading, writing and study skills. Prepares students for more advanced communication classes and for higher level college course work. (48/0)

*ENG:105 | 3 Composition I*
Preparation for the types of communication and thought essential to academic and working-world success. The course focuses on writing as a process and is intended to help students identify and refine their own personal writing. (48/0) Prerequisite: A minimum grade of C- in ENG:021 or qualifying placement score ENG:021

*ENG:106 | 3 Composition II*
This writing-based course focuses on writing as a process with emphasis on persuasion, evaluation, analysis, investigation, research and documentation of sources. (48/0) Prerequisite: A minimum grade of C- in ENG:05 or an equivalent college-level course in composition

ENG:108 | 3
Composition II: Technical Writing
Designed to improve skills in writing abstracts of technical material, business letters and memos common in manufacturing and technology, technical reports and sets of instructions. Student writing will follow business procedures and be based on background knowledge and research. Prepares students to present technical reports orally to small audiences. (48/0) Prerequisite: A minimum grade of C- in ENG:105 or an equivalent college-level course in composition

ENG:021 | 3 Creative Writing
A writing course that develops fluency and confidence in communication and clarity in thinking through writer’s notebooks, expository writing, analytical reading and listening. Structured assignments are used to explore the writing process, exercising higher order thinking skills needed to develop advanced critical thinking, for reasoning and writing across the curriculum. (48/0) Prerequisite:
COURSE DESCRIPTIONS

FIN: Finance

*FIN:101 | 3
Principles of Banking
Examine nearly every aspect of banking providing a comprehensive introduction to the diversified services offered by the banking industry today. (48/0)

*FIN:110 | 3
Money and Banking
Introduces the overall financial arena and its structure and offers pertinent information concerning present day monetary procedures as well as instruction in banking and credit procedures and calculations. (48/0)

*FIN:114 | 3
Commercial Banking
Management of commercial banks and financial services firms; asset and liability management, credit policy, capital risk, liquidity planning, use of swaps and derivatives to hedge interest rate risk, global banking, investment strategies. (48/0)

*FIN:116 | 3
Futures and Options
Use of options, futures and other derivative securities in financial management; understanding types of derivative securities, markets, trading technology; applications of risk management and speculation; and pricing relations with underlying securities. (48/0)

*FIN:122 | 4
Personal Finance
An overview of personal and family financial planning emphasizing personal financial record keeping, planning spending, tax planning, consumer credit, making buying decisions, purchasing insurance, selecting investments and retirement and estate planning. (64/0)

*FIN:170 | 3
Introduction to Commercial Lending
An introductory overview of the commercial lending function divided into four sections: commercial lending overview, the lending process, portfolio management and regulation and business development. (48/0)

*FIN:250 | 2
Finance Internship
Opportunity to further develop and practice finance/lending and management skills. This experience is based on objectives set forth in an individual training plan developed with and for each student. A successful and progressive lending institution such as a bank serves as the training site. (128 coop hours) Prerequisite: FIN:170

ENV: Environmental Science

*ENV:115 | 3
Environmental Science
Studies the biological basis of environmental science and human influence on biosphere dynamics. Emphasis on scientific principles, inter-relationships among resources, pollution and environmental degradation, soil and water conservation and the impact that politics, economics, ethics and world view have on the future direction for life on the planet. (48/0)

*ENV:116 | 1
Environmental Science Lab
Laboratory experience that supports and applies basic concepts of resource management, soil and water conservation, general ecological dynamics and scientific principles to the inter-relationships among resources, the environment and human interactions. (0/32) Pre-/corequisite: ENV:115

*ENV:140 | 4
Natural Resource Conservation
The general principles of natural resource conservation with an emphasis on local conservation organizations, indigenous resources and typical management activities. Special consideration is given to environmental preservation, recreational functions, conflicting utilization policies and employment opportunities in natural resource conservation and management. (48/32)

FLS: Foreign Language – Spanish

*FLS:141 | 4
Elementary Spanish I
Course emphasizes the four language skills—speaking, listening, reading and writing—in a communicative approach to language learning. Includes lessons pertaining to Hispanic cultures. (64/0)

*FLS:142 | 4
Elementary Spanish II
Reviews lessons learned in Beginning Spanish I and provides instruction in more complex and detailed components of Spanish grammar. Emphasizes the four language skills—speaking, listening, reading and writing—in a communicative approach to language learning. Includes lessons pertaining to Hispanic cultures. (64/0) Prerequisite: Successfully completed FLS:141 or equivalent course or one year of formal secondary instruction

*FLS:241 | 4
Intermediate Spanish I
This third semester course provides a review and synthesis of grammatical structures learned in first-year Spanish while simultaneously emphasizing the development of communicative skills in both the oral and written language. Classes are primarily conducted in Spanish. (64/0) Prerequisites: Successful completion of two years of high school Spanish or one year of college Spanish or FLS:141 and FLS:142

*FLS:242 | 4
Intermediate Spanish II
This fourth semester course provides a review and synthesis of grammatical structures learned in first-year beginning and first level intermediate Spanish while

FIR: Fire Science

FIR:338 | 1
Technical Agricultural Rescue
Addresses the incidence, nature and risks associated with agricultural accidents. Includes hands-on training and incident command guidelines to be utilized at accident scenes. (8/16)
simultaneously emphasizing the development of communicative skills in both the oral and written language. Classes are conducted in Spanish. (64/0) Prerequisites: Successful completion of three years of high school Spanish or three semesters of college Spanish or FLS:141, FLS:142 and FLS:241

*FLS:282 | 2

**Spanish Travel Abroad**
Exposure to and experience with Hispanic culture and language as shaped by its geography, history and pre-history and as revealed in its arts, sports, customs, traditions and economic, social and political institutions. Practice in pronunciation with focus on oral proficiency. Topics of Spanish daily life. Offered only in conjunction with the Spanish institutes abroad and only in conjunction with travel abroad. Course may be repeated on different topic/location for a maximum of six credit hours. (16/32) Prerequisites: FLS:141 or successful performance on an entrance proficiency examination. Payment of travel component as well as credit, valid passport, signed agreement for course conduct, content and other pertinent documents; successful interview by instructor

**GEO: Geography**

*GEO:121 | 3

**World Regional Geography**
Introduces a geographic perspective of the world through its physical and human foundations. Studies the world’s major geographic realms with emphasis on the unique interplay between cultural landscapes, environmental interactions, historical activities, economic factors and physical attributes. (48/0)

**GIS: Geographic Information Systems**

GIS:111 | 3

**Introduction to Geographical Information Systems**
Introduction to desktop GIS and applications. Includes getting data into a GIS, displaying the data on maps, editing the data, querying the data set and displaying/printing/plotting query results. Provides hands-on experience in the practical application of a GIS system. Students will design a GIS project from scratch, will set up the project parameters, collect the data and format the final project which should be related to their career field. Computer proficiency is strongly recommended. (16/64)

GIS:140 | 2

**Global Positioning Systems**
Introduces Global Positioning Systems concepts, including history and mechanics of GPS, applications, using a receiver and post-processing data. Explores concepts of Global Positioning System receiver use with Personal Data Assistant palm computers. ArcPad® software is used as a training tool. (16/32)

*GIS:206 | 3

**GIS Data Acquisition and Management**
Explores additional concepts related to the collection GIS data and its analysis. Works with industry standard GIS software such as Ag Leader’s SMS®. Students will use mobile GIS software as a training tool and will learn how to legally use a UAV (drone) to collect aerial imagery. In addition students will be enrolled in selected GIS short courses online offered through ESRI and will complete a final project related to the skills learned. (24/48) Pre-/corequisite: GIS:111

**GRA: Graphic Communications**

GRA:110 | 3

**Graphic Arts Principles**
Introduces fundamental principles and elements of design. Analytical and creative thinking skills are applied and strengthened through explorative and conceptual innovative problem-solution design exercises. Class critiques and discussions encourage use of technical design terminology and nurture understanding of how to effectively communicate ideas through visual media. Employs traditional art tools and materials emphasizing hand-construction skills (32/32)

GRA:129 | 3

**Illustrator**
Students learn and practice the many tools, techniques and capabilities of Adobe Illustrator through creation of graphic illustrations, as well as vocabulary and navigation specific to an object-based drawing program. (24/48)

GRA:139 | 3

**Photoshop**
Practical knowledge on basic operating issues with Adobe Photoshop. Directed practice focuses on learning the tools, menus, palettes, processes and filters involved with simple to moderate imaging manipulation using Photoshop. (24/48)

GRA:151 | 3

**Web Design**
Introduces the basics of webpage creation and maintenance. Uses software products and HTML editors to aid web designers in developing and maintaining webpages. Focusses on the planning and designing attractive and easily navigated websites. Stresses good screen layout and design principles. Taught with emphasis on the client when developing websites. (24/48)

GRA:154 | 3

**Advanced Web Design**
Reviews and advances knowledge learned in GRA:151 Web Design, including website creation and maintenance, use of hypertext markup language, Fireworks, incorporation of scripting and Web 2.0. Students will apply elements and principles of design to create websites that are both attractive and easily
GRA:179 | 3
**Publication Software**
An overview of publication design concepts through hands-on exercises. Covers basic word processing and typographical conventions, page layout elements that streamline production, advanced procedures when working with boxes and procedures for creating or formatting long documents. (24/48) Prerequisites: GRA:139, GRA:151

GRA:156 | 3
**History of Graphic Design**
Strengthens the student’s visual literacy as it specifically relates to graphic design. Relevant to current design practices, students will dissect examples of contemporary design by identifying and researching the historical origins of the visual characteristics present. Studies through hands-on exploration how the look of graphic design is intricately tethered to the tools, technologies, materials and processes available during a specific historical time and place. Explores how important historical events and ideologies have influenced the appearance of the visual communications created during a specific movement/era in time. (40/16)

GRA:158 | 3
**Web Multimedia**
Focuses on the creation of web animations and practical knowledge in basic video capturing, editing and creation for presentations, videos, CDs/DVDs and the web. Offers practical knowledge of web image animation and how to capture video for different formats, edit video, convert it for use in different platforms and burn it to CD or DVD. Uses popular software to create and manipulate images and explores various video and audio formats including streaming video. (24/48)

GRA:173 | 3
**Typography**
Explores the many facets of typography, its definition, history, function, structure layout and design. Introduces the traditional rules governing typographic usage, selection of an appropriate typeface, setting professional-level type using the computer and applying type expressively to enhance visual communications. Class critiques and discussions encourage use of technical typographic terminology along with conceptual and analytical thinking skills. (32/32) Prerequisite: A minimum grade of C in GRA:179

GRA:210 | 3
**Graphic Layout and Design**
Strengthens ability to apply elements and principles of design while working as a graphic artist. Students learn and practice production skills: computer layout, scanning, sizing, tonal correcting and proofing. Assignments mimic entry-level design projects: following specs, design from customer info/sketches, thumbnail layouts, layout variations, simultaneous work on multiple projects. Introduces visual communication theories. Uses critique sessions to strengthen ability to talk about design. (24/48) Prerequisites: A minimum grade of C in GRA:110, GRA:139, GRA:179

GRA:214 | 3
**Electronic Prepress and Printing**
An expeditionary course that introduces the processes, procedures, tools, materials, equipment and terminology involved in graphic production in both print and e-pub formats. As future design professionals, it is important to understand where and how a graphic designer functions as a member of the exciting, challenging and continually changing printing and publishing industry. A variety of facilities are toured to compare and contrast production processes, operations and the variety of projects produced. (24/48) Prerequisite: A minimum grade of C in GRA:129 or GRA:179

GRA:216 | 3
**Exploring Photography**
Explores photography processes, equipment, operations, history, vocabulary and applications. Though traditional photographic processes and camera operations will be discussed and experienced, the majority of the semester will be spent learning and working with the digital process and equipment. Understanding the purpose of photography, how to critically view photographs, how to take more effective photographs by applying the elements and principles of design and how to professionally present photographs will be emphasized. Includes participation in critiques that employ design and photographic terminology as guidelines to discuss why some photos may seem to work better; i.e., be more effective, than others. Course emphasizes the use of photos as an expression of creative communication and storytelling. (24/48)

GRA:217 | 3
**Exploring Illustration**
Explores various components of illustration: the conventional illustration process, types of illustrations and rendering styles, subject matters, careers and the variety of traditional and digital tools and media available to illustrators. A variety of original illustrations are completed to become familiar with the media and tools commonly used by professional illustrators. Utilizing design terminology and a project’s specifications, peer review sessions are employed to share and discuss the effectiveness of the illustrations created. Encourages students to explore and develop a personal style with which they can create meaningful illustrations. (24/48) Prerequisite: A minimum grade of C in ART:120 or ART:133

GRA:273 | 3
**Advanced Typography**
An advanced course which builds on and further explores the many facets of typography introduced in the GRA:173 Typography course. Emphasizes formal application of type: publication design, grid systems, legibility, readability, typographic hierarchy, style sheets, pre-press issues, font design and creative application of type. (32/32) Prerequisite: GRA:173

GRA:310 | 3
**Advanced Graphic Layout and Design**
Utilizes and strengthens creativity; conceptual, developmental and problem-solving capabilities; application of design process; technical competencies in complex examples of visual communication. Encourages balance...
between form and function and incorporation of visual communication theory into designed projects. Critique sessions strengthen ability to identify effective design qualities. Opportunity to talk with design professionals about their experiences. (16/64) Prerequisites: A minimum grade of C- in GRA:210

GRA:800  |  3
**Graphic Design Portfolio Seminar**
Students develop and design a portfolio (in print, digital and web formats), along with a self-promotion identity system and resume to use to obtain work as a graphic designer. Provides concentrated time to create new and/or revise already completed design work to obtain a strong portfolio upon graduation. As a professional preparation course, students explore design careers and resources; learn about contracts/work agreements, copyright issues and salaries; meet and talk with professional designers while touring design studios and departments; and experience mock interviews conducted by local design professionals. (24/48) Pre-/corequisite: A minimum grade of C- in GRA:310

GRA:805  |  3
**Graphic Design Occupational Experience**
Course places students in professional graphic design/art production settings to learn processes and procedures utilized by their cooperating businesses for approximately 10 hours a week for a semester. Students will journal their on the job experiences and meet every few weeks to discuss and share the work they have been doing. (192 coop hours) Prerequisite: Instructor approval

GRA:910  |  2
**Study Abroad Exploring Photography**
Introductory digital photography drawing on the cultural richness of learning and composing photographs in a completely new environment. While exploring new vistas, students attune their “eye” too see and compose strong photographs by learning and applying design elements and principles. Attention to composing street photography (capturing the feel of a culture and people); and landscape and architecture (capturing a sense of place) are stressed as subject matters. Photography exhibitions at world-class museums/galleries enhance exposure to the discipline and how to talk about and critically view photographs. Students photograph historical landmarks and points of interest to learn about heritage and cultural traditions of the countries visited. Course may be repeated to a different location up to a maximum of six credits. (16/32)

**HCR: Heating and Air Conditioning**

HCR:108  |  2
**Heating and Air Conditioning Trade Codes**
An initial portion of this course teaches how to use the Uniform Mechanical Code Manual properly. A general study of the codes necessary for installation of heating equipment, ventilating equipment and fuel-gas piping is emphasized. (32/0)

HCR:117  |  2
**Introduction to Forced Air Heat**
The theory, wiring, electrical controls and operations of a basic gas, forced-air furnace. (16/32) Prerequisite: HCR:403

HCR:122  |  5
**Gas Furnaces**
Covers the basic residential forced air heating system. Addresses basic concepts involved in the combustion process for safe operation of a home forced heating system. Studies furnace components and parts as well as how to properly hook components together for safe and efficient operation. Explores different efficiencies and how they differ. (16/128) Pre-/corequisite: HCR:403

HCR:123  |  2
**Oil Furnaces**
Provides a working knowledge of electrical controls, troubleshooting and maintenance on oil-fired furnaces. (8/48) Prerequisites: HCR:117, HCR:403

HCR:124  |  1
**Hydronic Heat**
Instruction in wiring, electrical controls and the operation of a hydronic heating system. (8/16) Prerequisite: HCR:403

HCR:128  |  2
**Principles of Electric Heat**
Provides a working knowledge of electrical controls, troubleshooting and maintenance procedures on an electrical heating system. (8/48) Prerequisite: HCR:403

HCR:141  |  3
**Principles of Heat Pumps**
Provides background about electrical controls, sealed system components, troubleshooting, maintenance and setting balance points on a heat pump system. (16/64) Prerequisite: HCR:403

HCR:142  |  3
**Geothermal Systems**
Covers the theory of geothermal heating and cooling, design and installation. Studies heat transfer and the different modes involved in a geothermal system. Explores different designs and control strategies along with the advantages and disadvantages of each. Covers residential, commercial, and industrial systems. (48/0)

HCR:202  |  3
**Introduction to Cooling**
Instruction in the theory, wiring, electrical controls and the operation of an air conditioning system. (16/64) Prerequisite: HCR:403

HCR:204  |  4
**Principles of Air Conditioning**
Provides a working knowledge of electrical controls, sealed system components, troubleshooting and maintenance procedures on air conditioners. (16/96) Prerequisites: HCR:202, HCR:403

HCR:403  |  4
**Basic Electricity**
Presents the importance of safety with electrical equipment, techniques used for splicing, soldering methods, types of electrical circuits, how the flow of electric current affects magnetism, transformers and motors, the use of various motors and means of circuit protection. (24/80)

HCR:506  |  3
**Air Distribution**
Covers understanding of heat loss and gain for determining proper size and/or cooling equipment needed for specific residential...
COURSE DESCRIPTIONS

colonialism, liberalism, democracy, socialism
Covers the rise of nationalism, industrialization, in Asia, Europe, Africa and the Americas. Enlightenment and the rise of modern cultures
Discovery, the Protestant Reformation, Age of modern civilization including the Age of civilizations: Middle East, Indian, Chinese, pre-history to 1500 which examines six major civilizations: Middle-East, Indian, Chinese, European, African and American. Cultural components such as religion and art are integrated with political and economic history. Connections between civilizations will be considered. (48/0)

HIS: History

*HIS:131 | 3
World Civilization I
A survey course in world civilization from pre-history to 1500 which examines six major civilizations: Middle-East, Indian, Chinese, European, African and American. Cultural components such as religion and art are integrated with political and economic history. Connections between civilizations will be considered. (48/0)

*HIS:132 | 3
World Civilization II
A survey course in world civilization from 1500 to modern times examining the four major civilizations: Middle East, Indian, Chinese and European. Focuses on the emergence of modern civilization including the Age of Discovery, the Protestant Reformation, Age of Enlightenment and the rise of modern cultures in Asia, Europe, Africa and the Americas. Covers the rise of nationalism, industrialization, colonialism, liberalism, democracy, socialism and the great changes brought about by the World Wars, the Great Depression, fascism, communism, the end of colonialism and the Cold War’s end. (48/0)

*HIS:151 | 3
U.S. History To 1877
A survey of the emergence of the United States from the colonial era to 1877 including colonization, the Revolutionary period, the early Republic, the Jacksonian era, the Civil War and Reconstruction. Political, economic and social themes will be considered. (48/0)

*HIS:152 | 3
U.S. History Since 1877
A survey of American life from 1877 to the present including the Age of Industrialism, the Progressive Era, World War I, developments between the wars, World War II and postwar foreign and domestic issues. (48/0)

*HIS:214 | 3
Russian History and Culture
Acquaints students with major developments in Russian history and culture from ancient times to recent decades. Special emphasis includes the ordinary life of common people that will enrich an understanding of Russian history and culture. The course goal is to introduce a general understanding of Russia’s historical and cultural development while broadening language and critical thinking skills through reading, listening, speaking and writing. (48/0)

HIT: Health Information Technology

HIT:120 | 1
Pharmacology for HIT
Introduction to common drugs and drug therapies as they relate to the field of health information technology. Includes accurate identification of drug names, spelling and indication for usage. (16/0) Prerequisite: HIT:140

HIT:140 | 4
Medical Terminology
The study of medical terminology as the language of medicine with emphasis on word analysis, construction of definitions, pronunciation and spelling of medical terms. (64/0)
HIT:292 | 2
Reimbursement Methodologies
Focuses on reimbursement methodologies utilized in the inpatient and outpatient health care setting, billing procedures related to charge description master maintenance, claims processing and procedures, and regulatory requirements which necessitate the need for coding compliance monitors from patient encounter to payment of services. Introduces billing procedures and requirements for the CMS-1500 and UB-92 claims submission forms. (24/16) Prerequisites: A minimum grade of C- in HIT:215, HIT:233

HIT:320 | 2
Health Records Management
Develops the skills needed to manage health records in a primary care setting. Introduces the collection of health information for medical and administrative purposes according to regulatory and accreditation standards for documentation and maintenance. Includes the development of primary and secondary records, indexes, registers and registries. Introduces electronic health record applications as the content and format of the health record are explored. Reviews record management principles related to numbering, filing, storage and retention of paper-based records. (16/32)

HIT:330 | 2
Health Care Delivery Systems
Introduces professions in health information and the role served in the delivery of health care services. Explores healthcare delivery methods, types of organizations and service providers, regulatory control and financing and coding classification systems. Introduces the impact of technological changes and governmental regulations in the formulation and maintenance of health information. (32/0)

HIT:340 | 2
Comparative Records
Examines the purpose of comparative health settings in the delivery of health care services. Includes an overview of the regulatory guidelines for licensure and accreditation. Explores the documentation requirements for the primary health record and secondary data sources utilized for assessment and reimbursement of services. Introduces common clinical terminologies and data sets utilized in health care. (32/0) Prerequisites: A minimum grade of C- in HIT:320, HIT:330

HIT:352 | 3
Health Information Systems
Examines the use of the electronic health record and its impact in the management of health care data. Explores common data elements used in the collection of data and how facilities select, utilize, maintain, and secure health data. Using AHIMA's Virtual Lab, students complete lab activities which provide simulated experience in the management of health data for internal use. (32/32) Prerequisites: A minimum grade of C- in BCA:212, HIT:320, HIT:330, HIT:421. Pre-/corequisite: HIT:255

HIT:421 | 3
Legal Aspects of Health Information
A study of healthcare privacy, confidentiality, legal and ethical issues surrounding the health record in relationship to the implementation of legal and regulatory requirements related to health information infrastructure. (48/0) Prerequisites: A minimum grade of C- in HIT:320, HIT:330

HIT:445 | 4
Quality Management of Organizational Resources
Emphasizes health care functions of quality improvement, utilization management, credentialing, and risk management services to manage the delivery of health services. Includes applications of process improvement tools to collect, measure, and analyze services. Applies workforce principles in health information department management including organization of functions, departmental budgeting, staffing, orientation and training, and personnel management. (64/0) Prerequisites: A minimum grade of C- in HIT:255, HIT:292, HIT:540. Pre-/corequisite: HIT:280

HIT:448 | 1
Information Governance
Explores the process of data acquisition and reporting processing for the purpose of providing the information necessary for data analysis. (8/16) Prerequisites: BCA:212, HIT:255, HIT:352, HIT:540

HIT:452 | 3
Health Data Statistics and Analysis
Compute and utilize basic descriptive institutional and health care statistics. Overviews frequency distribution and fundamentals of data display and analysis and the use of common research methodologies and how they are used in the delivery and reporting of health services. (36/24) Prerequisites: HIT:320, HIT:330, HIT:540

HIT:503 | 1.5
Coding Practicum
Advanced application of coding and electronic processing of records in ICD, CPT and HCPCS. Includes analysis of the coding process in a health care facility. (96 coop hours) Prerequisites must be passed with a minimum grade of C-. Prerequisites: HIT:215, HIT:233. Corequisites: HIT:255, HIT:280, HIT:292

HIT:540 | 1.5
Professional Practice Experience I
Supervised professional practice experiences that enable students to apply theory from health information coursework in relation to health record analysis, retention, retrieval and processing guidelines as applied in the health care environment. (96 coop hours) Prerequisites must be passed with a minimum grade of C-. Prerequisites: HIT:255, HIT:280, HIT:292, HIT:320, HIT:330, HIT:352, HIT:421. Corequisites: HIT:215, HIT:233, HIT:421

HIT:542 | 2.5
Professional Practice Experience II

HIT:946 | 2
Seminar
A capstone course emphasizing the soft skills and workforce trends impacting the workplace. Includes preparation for the Registered Health Information Technician certification examination. (16/32) Prerequisite: A minimum grade of C- in HIT:540. Corequisite: HIT:542
**HSC: Health Science**

**HSC:110 | 3**  
Introduction to Health Occupations  
Orientation to the institutions that make up our healthcare system. Explores the health care system and the ethical, legal and safety issues influencing and regulating health practice and maintenance. Explores health career pathways in therapeutic, diagnostic, health informatics and support services. (48/0)

**HSC:117 | 2.5**  
Basic Medical Terminology  
The study of medical terminology as the language of medicine with emphasis on word analysis, construction of definitions, pronunciation and spelling of medical terms. (40/0)

**HSC:136 | 1.5**  
Advanced Life Support ACLS/PALS  
Emphasizes the significance of superior team dynamics and excellent communication skills, recognition, and emergency treatment of cardiopulmonary arrest and post-cardiac arrest, along with acute coronary syndrome and stroke. Further provides the minimal cognitive and psychomotor skills of pediatric and adult emergency care. (16/16) Prerequisite: RCP:490

**HSC:172 | 3**  
Nurse Aide  
This 80-hour course meets the training of The Omnibus Budget Reconciliation Act of 1987 (OBRA) for aids working in nursing facilities (NF) and skilled nursing facilities (SNF). Emphasizes the achieving of a basic level of knowledge and demonstrating skills to provide safe, effective resident/client care. Students must be 16 years of age to attend clinical. (30/15 and 35 clinical hours) Prerequisite: Accuplacer reading score of 44 or ACT score of 15

**HSC:949 | 1-2**  
Selected Topics  
A course designed to enable students to complete equivalent content related to health program curriculum. Students together with a faculty advisor choose a course of study and establish objectives, timelines and an action plan. (0/32-64 or 48-96 clinical hours) Prerequisite: Approval of the department dean and faculty advisor

**HSV: Human Services**

**HSV:140 | 3**  
Social Work and Social Welfare  
A basic understanding of how the American system of social services and the social work profession combine in order to meet the personal and social needs of persons considered “at-risk” in a variety of settings. Introduces the social work professional field with connections to field of social welfare institutions. Emphasizes work related to entry-level, generalist social work practitioner and how to empower the function of social work in modern American society (48/0)

**HSV:150 | 3**  
Human Services Technology I  
Course defines human services to include the values and principles of the human service profession and explores the profession’s history, defines the variety of delivery models and discusses challenges faced in the human services arena. Students assess their own motivations, attitudes and interests in order to increase self-awareness of human services topics. (48/0)

**HSV:160 | 3**  
Making a Difference  
Introduces careers related to working with people with disabilities; this includes a special emphasis on the need of paraeducators in the classroom learning environment. Introduces special education, residential services, vocational services, recreational services and other services for children and adults with disabilities along with an introduction to specific disabilities and human development. Covers professionalism, teamwork, instructional strategies, interventions, communications skills and behavior management. Requires completion of service learning projects. (48/0)

**HSV:162 | 3**  
Introduction to Human Disabilities and Services  
A comprehensive introduction to the study of people with special needs. Covers causes of disabilities, characteristics of persons with disabilities, intervention strategies, services provided for these populations, trends, future perspectives and issues affecting people with special needs. (48/0)

**HSV:195 | 3**  
Human Behavior in the Social Environment for Social Workers  
A course about people and how they change throughout their lifespan. Focuses on the biosocial factors influencing their lives, their choices and life changes, and on aiding social work professionals to identify social adaptations that are factors in expanding or improving that environment and increasing behavioral competence in adapting to the environmental demands placed on people in today’s society. (48/0)

**HSV:225 | 3**  
Counseling Techniques  
Explores the relationship between counselor and client(s); the communication process; the cognitive, affective and behavioral nature of client problems; the counselor’s influence in the helping process and the client’s influence and the models of counseling interventions from which the counselor selects. (48/0) Prerequisite: HSV:150 or PSY:111

**HSV:250 | 3**  
Essentials of Behavioral Modifications  
Provides skills necessary in dealing with problem behavior using behavioral techniques. (48/0)

**HSV:256 | 3**  
Concepts of Addiction  
Covers psychoactive drugs from a variety of perspectives: historical, political, chemical, biological, behavioral, the active users and the user who is in recovery. (48/0)

**HSV:260 | 3**  
Treatment of Alcohol and Drug Abuse  
Emphasizes the concept that treatment of alcohol and drug abuse is a continuum of processes from intervention through rehabilitation. The integral parts of the continuum and ways in which it addresses the needs of people suffering from alcohol and drug abuse will be incorporated. (48/0) Prerequisite: HSV:256
**HSV:270 | 3**

**Crisis intervention**

Provides theoretical and historical information regarding the development of crisis intervention. Offers opportunities to learn and practice specific skills and techniques for diverse crisis situations, especially those applicable to working with persons with psychological disorders, as well as exploring the behavioral, legal, ethical and cultural implications for interventions. The most common types of crisis will be investigated as well as safety guidelines and stress management techniques for crisis intervention workers. (48/0) Prerequisite: PSY:111 or SOC:110

HSV:284 | 3

**Case Management**

Introduction to the management and documentation practices used in client assessment, goal establishment and identification of appropriate resources for client referral. (48/0) Prerequisite: HSV:150

HSV:847 | 2.5

**Human Services Field Experience I**

Opportunity to apply theory and develop skills in helping clients meet their needs in essential areas of development. The supervised practicum provides exploration into areas of student interests. (8/0 and 128 coop hours) Prerequisites: HSV:150, HSV:284

HSV:848 | 1.25

**Human Services Field Experience II**

Opportunity to apply theory and develop skills in helping clients meet their needs in essential areas of development. This supervised practicum provides exploration into areas of student interests. (4/0 and 64 coop hours) Prerequisite: HSV:847

HSV:849 | 1.25

**Human Services Field Experience III**

This third course (not necessarily consecutive) provides opportunity to apply theory and develop skills in helping clients meet their needs in essential areas of development. Field Experience III may be taken concurrently during a semester with Field Experience II or taken alone following Field Experience I. Student tasks should be progressive and more complex. (4/0 and 64 coop hours) Pre-/corequisite: HSV:848

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**HUM: Humanities**

**HUM:108 | 3**

**Cultural Diversity and Identity**

Provides a definition of self-identity and culture which will enable students to effectively communicate and interact transculturally. As future professionals in particular disciplines, students will gain knowledge to assist them in a variety of cultural settings. The course focuses on a variety of issues concerning the nature of personal and cultural identity within our pluralistic society. (48/0)

**HUM:116 | 3**

**Encounters in Humanities**

A survey course of the human condition as seen through various arts such as literature, painting, sculpture, architecture, music, dance, film, theater and others. (48/0)

**HUM:125 | 3**

**Broadway Musical History**

Covers the history and development of the Broadway musical from approximately 1860 to the present. (48/0)

**HUM:130 | 3**

**Holocaust Perspectives: Confronting the Future**

An interdisciplinary survey course examining the Holocaust as a 20th century incident of genocide, which was used as a technique of political control and racial persecution. Recent resurgence of similar events and philosophies based on race, religion and other prejudices justifies special attention to the causes of the Holocaust. The meaning, impact and aftermath of the Holocaust is explored through history, literature, arts, sociology and science with emphasis on tolerance, diversity and human understanding. (48/0)

**HUM:140 | 3**

**Shakespeare: Dramatist, Psychologist, Historian**

A team-taught, interdisciplinary (English, Psychology, History) introduction to Shakespeare’s great plays. Includes the study of the plays from a dramatic analysis of recurrent themes, ideas, characterizations; an analysis of characters as to psychological classifications; and a study of historical periods which form the settings of the plays. (48/0) Prerequisite: ENG:105 with a minimum grade of C- or an equivalent composition course at another college or university with a minimum grade of C-

**HUM:170 | 3**

**Introduction to Women’s Studies**

Introduces major issues concerning women via an examination and analysis of images and roles of women in such areas as history, philosophy, psychology, sociology, literature and the arts. Includes a multidisciplinary approach to the study of feminism, evaluation and analysis of sex-role stereotyping and the subsequent socialization of genders in institutions, programs and curricula in attempts to create the “egalitarian” society. (48/0) Prerequisite: ENG:105 with a minimum grade of C- or an equivalent composition course at another college or university with a minimum grade of C-

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**IND: Industrial Technology**

**IND:114 | 1**

**General Industry Safety**

Safety in a manufacturing workplace is discussed and skills are developed to work in the industrial environment. Students learn basic safety for chemical, health hazards and tool safety. (16/0)

**IND:118 | 1**

**Commercial Drivers License**

Summarizes commercial vehicle rules and regulations in order that students pass the written examination for the Commercial Driver’s License. (8/16)

**IND:138 | 5**

**Electrical Installation and Repair**

An opportunity to learn up-to-date industrial and commercial electrical installation skills. Discusses information such as service entrances, circuits, conductors, outlets and remote control systems. (16/128) Pre-/corequisite: IND:231

**IND:139 | 3**

**National Electric Code and Wiring**

An introduction to the National Electrical Code and familiarization with electrical code requirements and use of the code book. (24/48) Prerequisite: MAT:063, MAT:773 or qualifying placement score
**IND:154 | 3**

**Solid State Components**

An introduction to basic theory as well as the operation and industrial applications of solid state electronic components. Includes lab experiments using various types of test instruments. (24/48)

**IND:192 | 1**

**Industrial Pumps**

Teaches basic pump fundamentals/terminology and maintenance and replacement of pump seals, bearings and start-up procedures. (8/16)

**IND:195 | 3**

**Mechanical Drives**

The selection, installation, use, maintenance and troubleshooting of mechanical drive components. (24/48) Pre-/corequisite: ELE:172

**IND:198 | 3**

**Mechatronics**

Covers flexible automation systems, including electronic, computer, mechanical, electrical and fluid drive components. Programmable controllers, robotics, diagnostics, troubleshooting and systems design are included with an emphasis on hands-on application as well as theory. (24/48) Prerequisite: ELT:171

**IND:230 | 1**

**Introduction to Print Reading and Measurements**

The fundamentals of blueprint reading, measurements, torque and applied physics. Describes the use, calibration and care of common measuring instruments and gages used in the production environment. Students learn how to find information from blueprint, perform calculations involving common English units, metric units and conversions between the two systems. Students will understand the concepts of physics and work through practical mathematical application and knowledge of front-line self-inspection. (12/8)

**IND:231 | 2**

**Introduction to Maintenance Electricity**

An overview of the NEC code book, various meters, tools and calculations needed in the electrical maintenance field. Students learn to read electrical prints with an emphasis on schematic symbols, calculate series and parallel circuits and describe different wire sizes and insulation types according to NEC standards. Teaches essential skills for proper hand soldering, common safety hazards and safety precautions for soldering applications. (16/32)

**IND:232 | 2.5**

**Introduction to Mechanical Systems**

Practical mechanics with lectures and hands-on labs, a review of mechanical drive systems and knowledge of maintenance, repair of industrial drives, belts, chains and gear drives. (16/48)

**IND:233 | 1**

**Introduction to Hydraulics/Pneumatics**

An overview of pneumatic and hydraulic circuits and how they are designed to perform basic tasks. Introduces hydraulic and pneumatic power sources, control valves, actuators and the basic layout of hydraulic and pneumatic prints. (8/16)

**IND:234 | 2**

**Introduction to Motor Controls**

Practical overview of various types of AC and DC electric motors, types of motor control symbols and common parts of motors. Teaches the various types of control devices, their parts and how control devices are used in different industry applications. (16/32)

**IND:235 | 1**

**Introduction to Programmable Logic Controllers (PLCs)**

Introduces the hardware, ladder logic, basic operation and programming languages found on most PLCs. Identifies the symbols used in PLCs, the number systems used to convey information for PLCs, basic troubleshooting procedures and maintenance tips. Includes the basics of PLC programming using ladder logic, input/output configuration and how to use timers and counters. (8/16)

**IND:236 | 2**

**Advanced Motor Controls**

A practical overview of electrical machine control related circuit design, maintenance and troubleshooting. Addresses the diversity of control devices and applications examining both current practices and continuing technological evolution of the control industry. (16/32) Pre-/corequisite: IND:234

**IND:237 | 2**

**Advanced Programmable Logic Controllers (PLCs)**

Introduces timers and counters, hand-held programmers and how to convert line diagrams and wiring diagrams for use with PLCs. Covers the basic principles of PLC networking, how digital signals are converted into binary data, common mathematical functions for PLCs and the proper steps for planning and installing a basic PLC system. (16/32) Pre-/corequisite: IND:235

**IND:238 | 2**

**Intermediate Hydraulics/Pneumatics**

An overview of pneumatic and hydraulic circuits, explaining how they are designed to perform tasks. Introduces hydraulic and pneumatic power sources, control valves and actuators. Includes the principles of circuit design, maintenance and the basic layout of hydraulic and pneumatic prints. (16/32) Pre-/corequisite: IND:233

**IND:239 | 2**

**Advanced Electro-Pneumatics**

Real-world circuit design, troubleshooting and implementation of pneumatic controls and actuators. Students design and construct advanced electro-pneumatic systems to complete a given task. (8/48) Pre-/corequisites: IND:237, IND:238

**IND:240 | 1**

**Industrial Power Sources**

Introduces industrial power sources. Teaches basic concepts of the working of a power plant boiler and boiler controls, supercritical steam generators, boiler feed pumps, boiling water reactors, steam turbines and demonstration of progressive controls and functions used by industry. (16/0)

**LGL: Legal Assistant**

* **LGL:112 | 3**

**Introduction to Paralegal Studies**

Introduces the layperson to the duties and responsibilities of a paralegal. Provides an overview of legal principles in a variety of areas of the law and a practical introduction to the duties and responsibilities of paralegals in the workplace. Teaches the terminology of various legal areas. (48/0)
Legal and Medical Terminology
Legal and medical terminology emphasizing spelling, pronunciation and usage in the context of the legal profession. (32/0) Corequisite: LGL:112
LGL:115 | 2

Legal Assistant - Probate/Real Estate
The skills and competencies to be a paralegal and assist an attorney in the area of wills, trusts, guardianships, conservatorships, probate administrations, real estate transactions, real estate closings, abstract examinations, title opinions, certificates of title and other related documentation. Stresses familiarity with the computer document forms of the Iowa State Bar Association as well as preparation and preservation of computer files of frequently used documents. The real estate paralegal can relieve the supervising attorney or realtor of much detail in the preparation of necessary documents. (48/0) Prerequisite: LGL:112
LGL:130 | 3

Legal Assistant - Litigation
Course prepares students for the skills and competencies needed to be a paralegal and assist an attorney in the area of legal writing and legal research to relieve the attorney from the detail necessary in the preparation of trial briefs, legal memoranda, supreme court memoranda and briefs, correspondence and other legal documents. Emphasizes the preparation needed to write in an analytical or informative style as well as a persuasive manner. (32/64) Prerequisite: LGL:112
LGL:153 | 4

Legal Assistant - Taxation
The skills and competencies needed by paralegals to assist attorneys in taxation and tax preparation. Extensive instruction in income and fiduciary income taxation areas including skills and competencies needed to generate prepared tax returns. Includes computer literacy with respect to a widely used computer tax preparation program. (16/32) Prerequisite: LGL:112
LGL:250 | 3

Family Law
Analyzes the legal, ethical and social aspects of family law issues. Introduces concepts concerning the legal relationships of marriage and analyzes premarital and post-marital issues as they relate to children, custody, support and property rights. Presents the legal, ethical and practical considerations involved in marital and non-marital relationships and examines the institutions and programs affecting the marital partners, children and other affected individuals. (48/0) Prerequisite: LGL:112

LIT: Literature

Introduction to Literature
Focuses on the craft of narrative literature with an emphasis on analysis and response. Includes the study of established as well as recent literary texts. (48/0) Prerequisite: ENG:105 with a minimum grade of C- or an equivalent composition course at another college or university with a minimum grade of C-
LIT:101 | 3

American Literature Since Mid-1800’s
Focuses on the continued growth of America as a country and the increasing pressures faced in a complex society and as a dominant world power as reflected in literature. (48/0) Prerequisite: ENG:105 with a minimum grade of C- or an equivalent composition course at another college or university with a minimum grade of C-
LIT:115 | 3

Introduction to Latin American Literature
Surveys the major periods of Latin American literature from the Colonial era through the 20th century. Includes a sample of the chronicles of discovery and conquest written by unruly conquerors seeking legitimacy from the Spanish crown, the Romantic prose of the 19th century written during the struggle for independence from Spain, the modernista and avant-garde poetries of the 19th and 20th centuries before looking at the “boom,” the period when Latin America first began to be credited for having its own literature, and an overview of the “post-boom” and what followed in the 21st century. (48/0) Prerequisite: A minimum grade of C- in ENG:105 or an equivalent composition course at another college or university
LIT:142 | 3

Major British Writers
Introduction to major British writers from the post-Renaissance to the early twentieth century. Students read and consider selected works. (48/0) Prerequisite: ENG:105 with a minimum grade of C- or an equivalent composition course at another college or university with a minimum grade of C-
**MAP: Medical Assistant**

**Medical Office Management I**
Introduces the administrative responsibilities of the medical office. With the completion of medical reports and business correspondence, students develop the critical skills necessary for written communications, including writing mechanics and computer skills in word processing. Other competencies include appointment scheduling, telephone techniques, billing and collection procedures, banking services, accounting methods and payroll. Includes professional application of email and Internet use for research. (32/32)

**Automated Medical Office**
A computer simulation of a medical clinic setting. Students will enhance work force skills using automated technology for scheduling appointments, record creation, insurance coding and billing and monitoring reimbursement. (32/0) Prerequisites: HIT:210, MAP:622

**Limited Radiography for Medical Assistants I**
Includes radiological principles and encourages use of critical thinking skills to incorporate practice skills of image evaluation, processing techniques, patient positioning and radiation protection. (64/32) Prerequisite: MAP:622 or successful completion of an accredited medical assisting program and one year experience as a CMA

**Limited Radiography for Medical Assistants II**
Continuation of Limited Radiography for Medical Assistants I emphasizing the use of critical thinking skills to incorporate cognitive knowledge in the performance of taking patient images under direct supervision. Includes evaluation of images produced by the students. (64/32) Prerequisite: MAP:350

**Clinical Procedures I**
Instruction on assisting physicians with examinations and treatment, preparing patients for examinations and diagnostic procedures, maintaining and using aseptic techniques, obtaining and recording patient information. Includes performing routine tests, sterilizing instruments and learning related terminology. (32/64)

**Clinical Procedures II**
Emphasizes pharmacology, administration of medications, electrocardiography and the circulatory system. Includes principles of radiography and nutrition and collection and testing of laboratory specimens, including phlebotomy. (32/96) Prerequisites: A minimum grade of C- in BIO:158, BIO:160; and HIT:140 or HSC:117

**Medical Law and Ethics**
Addresses the legal and ethical implications of practice in a medical setting. Includes scope of practice, confidentiality, HIPAA privacy and security requirements, legal terms and elements in the delivery of care, ethical guidelines of practice, and legal documentation requirements. (16/0)

**Human Relations**
The principles related to human relations, self-improvement, professionalism, attitude, limitations and behavior. Covers principles of individualized client care and etiquette of working with clients and the medical practice. (16/0) Prerequisite: MAP:353
MAT: Mathematics

**MAT:053 | 4**

**Prealgebra**
Designed for students who have never had algebra or who have a weak background in pre-algebra skills. Reviews some basic arithmetic using an algebra emphasis and introduces basic algebra concepts. Topics include fractions, decimals, ratios and proportions, percents, geometry concepts of perimeter, area and volume, integers, exponents, algebraic expressions, simple equations, graphing of ordered pairs, linear equations. (64/0) Prerequisite: Qualifying placement score

**MAT:063 | 4**

**Elementary Algebra**
A beginning course in basic algebra. Topics include real numbers, polynomials and other variable expressions, solving equations and inequalities, graphs of linear equations, factoring of polynomials, solving quadratic equations, operations on rational expressions and solving rational equations. (64/0) Prerequisite: A minimum grade of C- in MAT:053 or qualifying placement score

MAT:102 | 4

**Intermediate Algebra**
Reviews real numbers and polynomials. Studies first-degree equations in two variables, rational expressions, exponents and radicals, quadratic equations, graphing functions and relations, conic sections, systems of equations, inequalities, exponential and logarithmic functions and sequences and series. (64/0) Prerequisite: A minimum grade of C- in MAT:063, MAT:744 or qualifying placement score

**MAT:110 | 3**

**Math for Liberal Arts**
A survey of mathematical ideas emphasizing mathematical techniques for problem solving. Includes set theory, logic, algebra, graphs, counting techniques, probability, statistics and consumer math. (48/0) Prerequisite: A minimum grade of C- in MAT:063 or MAT:744 or qualifying placement score

**MAT:120 | 3**

**College Algebra**
Assists in formalizing previously developed algebraic concepts and demonstrates further concepts and techniques necessary for subsequent study in mathematics. Topics include algebraic operations, exponents, radicals, logarithms, solution of linear and quadratic equations, systems of equations, determinants, complex numbers, inverse functions, graphing and other topics of advanced algebra. (48/0) Prerequisite: A minimum grade of C- in MAT:102 or MAT:747 or qualifying placement score

**MAT:128 | 4**

**Precalculus**
Prepares students for calculus. Precalculus studies the nature of elementary functions and their role in mathematics by integrating a combination of algebra and trigonometry. Topics include the real number system, functions, polynomials and rational functions, exponential and logarithmic functions, trigonometric functions, trigonometric identities, analytic trigonometry, systems of equations and matrices. (64/0) Prerequisite: A minimum grade of C- in MAT:102 or MAT:747 or qualifying placement score

**MAT:130 | 3**

**Trigonometry**
Acquaints students with the branch of mathematics which deals primarily with six ratios: the six trigonometric functions. Also introduces logarithms and complex numbers. (48/0) Prerequisite: A minimum grade of C- in MAT:120 or MAT:747 or qualifying placement score

**MAT:140 | 3**

**Finite Math**
Finite Math is a transfer-level college math class which acquaints students with a variety of non-calculus math topics. Some topics include: methods for obtaining solutions of linear and quadratic equations and inequalities, methods for obtaining solutions to systems of linear equations and inequalities, set theory, counting techniques, basic probability rules and basic concepts of statistics. (48/0) Prerequisite: A minimum grade of C- in MAT:102 or MAT:747 or qualifying placement score

**MAT:156 | 3**

**Statistics**
Introduces the basic methods of statistical reasoning to help develop the ability to summarize data, interpret data and draw conclusions based on the data. (48/0) Prerequisite: A minimum grade of C- in MAT:102 or MAT:747 or qualifying placement score

**MAT:210 | 4**

**Calculus I**
Students gain an understanding of calculus and analytical geometry, differentiation and applications. (64/0) Prerequisites: A minimum grade of C- in MAT:120 and MAT:130 or a minimum grade of C- in MAT:128 or qualifying placement score

**MAT:216 | 4**

**Calculus II**
The second in the calculus sequence. Students gain an understanding of integral calculus and further their knowledge of analytical geometry. Emphasizes integration, inverse functions and applications of the integral. (64/0) Prerequisite: A minimum grade of C- in MAT:210

**MAT:219 | 4**

**Calculus III**
The third course in the calculus sequence. Students gain understanding of analytical geometry and further their knowledge of derivatives. Emphasizes plane curves and polar coordinates, vectors in space, partial derivatives, multiple integrals and complex numbers. (64/0) Prerequisite: A minimum grade of C- in MAT:216

MAT:744 | 4

**Technical Math**
Introduces selected topics from algebra and trigonometry with everyday applications to the technical areas. Some topics presented include the solution of linear and quadratic equations, trigonometric functions, vectors, graphing and equations. (64/0) Prerequisite: A minimum grade of C- in MAT:063, MAT:773 or qualifying placement score
Technical Math II
Includes exponents and radicals, systems of equations, equations of higher degree, inequalities and plane analytic geometry. Introduces the fundamental concepts of calculus, including limits, the derivative, definite and indefinite integrals and applications of each. (64/0) Prerequisite: A minimum grade of C- in MAT:744 or qualifying placement score

MAT:772 | 3
Applied Math
Basic mathematical skills for technicians. Topics include fundamental operations with whole numbers, fractions, decimals, signed numbers, percents, geometry, area, volume, English/metric systems and measurement. (48/0) Prerequisite: Qualifying placement score

MAT:773 | 3
Applied Math II
Algebra and trigonometry for technicians. Topics include polynomials, equations and formulas, graphing linear equations, systems of linear equations, factoring quadratic equations and trigonometry. (48/0) Prerequisite: A minimum grade of C- in MAT:722 or qualifying placement score

MAT:779 | 3
Applied Trigonometry
Teaches the trigonometric concepts and skills needed in basic science, technology and mathematics itself. A scientific calculator is used in place of trigonometric tables in all computations. (48/0) Prerequisite: A minimum grade of C- in MAT:053, MAT:772 or qualifying placement score

MDT: Mobile Development Technology

MDT:101 | 3
Survey of Mobile Development Technologies
An introduction to mobile applications and general knowledge of how such applications are developed, marketed, distributed and utilized. Examines the prevalence of mobile applications and the skills necessary to become a developer of mobile applications. (48/0) Prerequisite must be passed with a minimum of a C- to progress in the Computer Analyst major. Pre-/corequisite: CIS:122

MDT:110 | 3
Android Applications Development I
Initial course in developing applications for Android platforms. Explores the Android framework and the foundational components of Android applications. Utilizes the Android development environment to create applications implementing common user interface features and functionality. (32/32) Prerequisite must be passed with a minimum of a C- to progress in the Computer Analyst major. Prerequisite: CIS:171

MDT:120 | 3
Apple Applications Development I
Initial course in developing applications for Apple iOS platforms. Explores the iOS and the foundational components of Apple mobile device applications. Utilizes the development environment to create applications implementing common user interface features and functionality. (32/32) Prerequisite must be passed with a minimum of a C- to progress in the Computer Analyst major. Prerequisite: CIS:177

MFG: Manufacturing

MFG:121 | 2
Machine Trade Print Reading I
Stresses principles of interpreting trade blueprints and reading of specifications basic to all aspects of the trades. Deals with types of lines, development and arrangement of views, dimensioning practices and invisible edges. Incorporates practical problems from prints suited to the particular trade. (16/32)

MFG:126 | 2
MSSC Quality Practices and Measurement
Teaches students to: participate in periodic internal quality audit activities, check calibration of gages and other data collection equipment, suggest continuous improvements, inspect materials and product/process at all stages to ensure they meet specifications, document the results of quality tests, communicate quality problems, take corrective actions to restore or maintain quality, record process outcomes and trends, identify fundamentals of blueprint reading, use common measurement systems and precision measurement tools. (32/0)

MFG:127 | 1.5
Manufacturing Print Reading Module II
Builds on skills developed MFG:126: Dealing with orthographic projection of inclined planes, foreshortened views, angular dimensions, slots and grooves, reference dimensions, blind holes, chamfers, keyways and keyseats, counterbores and countersinks, angular hole locations, castings, finish symbols, finish allowance, fillets and rounds, clearance holes, half-views, starting dimensions, surface roughness, bosses and pads, slotted holes, tapers, limits, partial enlarged views, heat treat notes, sectional views, annular grooves, wall thickness calculations, spot facing, revolved sections, broken out sections, removed sections and offset sections. This course begins to build basic blueprint drafting skills. (24/0)

MFG:143 | 1.5
Manufacturing Print Reading Module III
Builds on skills developed in previous courses: Dealing with thread types, thread specifications, thread classes, thread measurement, pipe threads, line omission, typical dimensions, repetitive features, multi-view detail drawings, drawing revisions, conical tapers, Rockwell hardness testing, patent drawings, metric drawings, metric threads, metric conversions, coordinate dimensioning, dual dimensioning, auxiliary views, inclined planes, oblique planes and bend allowance calculations. (24/0) Prerequisite: A minimum grade of C- in MFG:127, MFG:161

MFG:144 | 1.5
Manufacturing Print Reading Module IV
Builds on skills developed in previous courses: Dealing with geometric dimensioning and tolerancing, gears, splines and weldments. (24/0) Prerequisites must be passed with a minimum grade of C. Prerequisites: MFG:127, MFG:161. Pre-/corequisite: MFG:143
MFG:161 | 2
**Introduction to Precision Measurement and Inspection Fundamentals**

Stresses the principles and proper use of precision inspection tooling in a manufacturing environment. Consistent measurement and inspection maintains standardization and ensures that out-of-tolerance parts do not reach customers. Students learn to describe the use and care of common inspection instruments and gauges used in the production environment, and effectively use them. Deals with tools such as different types of micrometers, calipers, the Vernier scale, plug and pin gauges, bore and small hole gauges, optical comparators, gauge blocks, height gauges, thread gauges, and other tools used in industry. (32/32)

MFG:187 | 1
**Plant Safety**

Discusses safety in a manufacturing workplace. Develops skills to work in the industrial environment. Teaches basic safety for chemical, health hazards, and tool safety. (12/8)

MFG:188 | 2
**Predictive Maintenance**

The principles of oil analysis, thermography, ultrasonic and machine vibration. Teaches proper diagnosis of machine failure, so it can be corrected to keep failure from repeating and keep machinery running efficiently. (16/32)

MFG:223 | 2
**CAD/CAM**

Introduces various drafting techniques available through computer-aided design technology. The CAD system is used to design and dimension blueprints and 3D part models. Part models and blueprints will be utilized to write CAM programs for various CNC machines. (16/32) Prerequisites must be passed with a minimum grade of C-. Pre-/corequisites: MFG:127, MFG:143, MFG:144, MFG:161, MFG:187, MFG:223, MFG:241, MFG:293, MFG:295, MFG:344, MFG:345, MFG:346

MFG:241 | 3
**Machine Operations I**

An introductory machining course presenting basic machining operations. Students will perform basic operations on lathes, horizontal and vertical axis milling machines, drilling machines, saws, various types of grinders and precision measuring equipment. (32/32) Pre-/corequisite: MFG:187

MFG:242 | 4
**Advanced Machine Operations I**


MFG:243 | 4
**Advanced Machine Operations II**


MFG:293 | 1
**Introduction to Basic CNC Mill Operations**

Introduces proper use of 3-axis CNC (computer numerical controlled) mills and machining centers. Students will safely set tool and fixture offsets as well as use verified programs and selected tooling to complete part projects on CNC machining centers. (12/8) Prerequisites must be passed with a minimum grade of C. Pre-/corequisites: MFG:161, MFG:187

MFG:295 | 1
**Introduction to Basic CNC Lathe Operations**

Introduces proper use of 2-axis CNC (computer numerical controlled) lathes and turning centers. Students will safely set tool and fixture offsets as well as use verified programs and selected tooling to complete part projects on CNC turning centers. (12/8) Prerequisites must be passed with a minimum grade of C. Pre-/corequisites: MFG:161, MFG:187

MFG:304 | 2
**CNC Machining II**

Presents CNC operation, safety, part inspection and CNC cutting tool types and use as well as part holding techniques. Students will run industrial-sized CNC lathes and CNC machining centers. Other common CNC machine controllers are experienced through computer simulation. (0/64) Prerequisites must be passed with a minimum grade of C. Pre-/corequisites: MFG:127, MFG:143, MFG:144, MFG:161, MFG:187, MFG:223, MFG:293, MFG:295, MFG:344, MFG:345, MFG:346

MFG:305 | 2
**CNC Operations**

Introduces students with no prior CNC or machining experience to the principles of a CNC machine. Students will obtain valuable experience in safe operation of CNC equipment in order to learn what a CNC machine can do and its purpose in manufacturing. (16/32)

MFG:307 | 1
**Introduction to CNC Programming**

Students will create basic programs for CNC lathes and mills and will use verification software to assure error-free programs. Windows will be used to create CNC programs and perform file management operations. Includes common machining techniques, cutter selection and first part run procedures. (16/0)

MFG:316 | 1
**Introduction to Manufacturing Processes**


MFG:344 | 1
**Introduction to CNC Lathe Programming**

Introduces writing programming code for CNC (computer numerical controlled) lathes and turning centers. Students write and verify EIA and ISO G and M code programs for 2-axis CNC turning centers. (16/0) Prerequisites must be passed with a minimum grade of C. Pre-/corequisites: MFG:127, MFG:161, MFG:187, MFG:295
MFG:345 | 1
Introduction to CNC Mill Programming
Introduces writing programming code for CNC (computer numerical controlled) mills and machining centers. Students write and verify EIA and ISO G and M code programs for 3-axis CNC machining centers. (16/0) Prerequisites must be passed with a minimum grade of C. Pre-/corequisites: MFG:127, MFG:161, MFG:187, MFG:293
MFG:346 | 1
CNC Programming Lab
Builds on program code writing skills and CNC setup and operation skills by allowing students to setup and make projects they wrote programs for in MFG:344 and MFG:345. (8/16) Prerequisites must be passed with a minimum grade of C. Pre-/corequisites: MFG:127, MFG:143, MFG:144, MFG:187, MFG:293, MFG:295, MFG:344, MFG:345
MFG:347 | 1
Intermediate CNC Programming
Students will create intermediate G and M code programs for CNC lathes and CNC mills and will use verification software and graphs to assure error-free programs. (16/0) Prerequisites must be passed with a minimum grade of C. Pre-/corequisites: MFG:127, MFG:143, MFG:144, MFG:187, MFG:293, MFG:295, MFG:344, MFG:345
MFG:349 | 2
MSSC Maintenance Awareness
Teaches students to perform preventive maintenance and routine repairs, monitor indicators to ensure correct operations, perform housekeeping to maintain production schedule and recognize potential maintenance issues with basic production systems. (32/0)
MFG:350 | 2
MSSC Safety
Teaches students to work in a safe and productive manufacturing workplace, perform safety and environmental inspections, perform emergency drills and participate in emergency teams, identify unsafe conditions and take corrective action, provide employee safety orientation, train personnel to use equipment safely, suggest processes and procedures that support safety of work environment, fulfill safety and health requirements for maintenance, installation and repair, monitor safe equipment and operator performance and utilize effective, safety-enhancing workplace. (32/0)
MFG:527 | 2
MSSC Maintenance Awareness
Teaches students to perform preventive maintenance and routine repairs, monitor indicators to ensure correct operations, perform housekeeping to maintain production schedule and recognize potential maintenance issues with basic production systems. (32/0)
MFG:528 | 2
MSSC Safety
Teaches students to work in a safe and productive manufacturing workplace, perform safety and environmental inspections, perform emergency drills and participate in emergency teams, identify unsafe conditions and take corrective action, provide employee safety orientation, train personnel to use equipment safely, suggest processes and procedures that support safety of work environment, fulfill safety and health requirements for maintenance, installation and repair, monitor safe equipment and operator performance and utilize effective, safety-enhancing workplace. (32/0)
MGT: Management
*MGT:102 | 4
Principles of Management
Studies basic factors in the work environment that affect managerial decision making. Emphasizes the four functions of management with discussion of managerial ethics and social responsibility. (64/0)
*MGT:170 | 3
Human Resources Management
Introduces material essential to an understanding of job analysis, supervision, personnel selection, testing, appraisal, compensation and maintaining performance. Development of a human resources philosophy is used as an integrating theme. (48/0) Prerequisite: MGT:102
*MKT:110 | 3
Principles of Marketing
Covers the broad concept of marketing including product, distribution, promotion and price decisions. Includes discussion on the buyer’s role, social issues involved in the marketing process, environmental problems, issues and the philosophy of marketing management. (48/0)
*MKT:131 | 3
Social Media Marketing
Introduces the fundamentals of using a range of electronic media to communicate information and ideas and covers methods for digitally creating audio, visual images, and multimedia. Specific skills covered are: textual communication, digital sound editing, digital image manipulation, and interactive multimedia authoring. Through individualized projects, students have the opportunity to experience the effect of different media on information. (40/16)
*MKT:140 | 3
Principles of Selling
The fundamentals of selling. Stresses techniques used for different sales situations. Emphasizes industrial and wholesale selling and retail selling. (40/16)
MKT:150 | 3
Principles of Advertising
The history of advertising and the planning and research functions of successful advertising. Studies the technique and execution of advertising in business and in our fast-paced, changing society. (40/16)

MKT:183 | 3
Customer Service Strategies
Introduces customer service concepts, skills and techniques necessary to provide best practices to internal and external customers. These skills are vital for every job since identifying and satisfying customer needs are essential to all business organizations. (48/0)

MKT:275 | 2
Marketing Occupational Experiences I
On-the-job training in a cooperating business or organization correlated with each student’s career objective. The training period provides practical experience that enables students to find successful employment. (128 coop hours)

MKT:276 | 6
Marketing Occupational Experiences II
On-the-job training in a cooperating business or organization correlated with each student’s career objective. Students will be required to fill out program forms, complete case studies and evaluate themselves during the semester. The training period will provide practical experience to enable students to find successful employment. (384 coop hours)

MKT:277 | 2
Marketing Occupational Experiences III
On-the-job training in a cooperating business or professional organization determined by the student’s career objective. The training period provides practical experience to enable student to find successful employment. (128 coop hours)

MKT:278 | 2
Marketing Occupational Experiences IV
On-the-job training in a cooperating business or organization correlated with each student’s career objective. This training provides practical experience to enable students to find successful employment. (128 coop hours)

MKT:298 | 3
Seminar in Entrepreneurship
Application of entrepreneurship concepts in a seminar setting. Presentation of actual business issues and problems. Work in teams to address and present assistance and solutions to participating business partners. Presentations to participating business partners will be required. (16/64)

MLT: Medical Lab Tech

MLT:101 | 2
Introduction to Lab Science
Familiarization with the Medical Lab Tech program and the field of laboratory medicine. Explores the organization and role of the clinical laboratory as well as medical ethics and conduct, employment opportunities and professional organizations. (32/0)

MLT:120 | 3
Urinalysis
The study of urine formation and methodology of determining the physical, chemical and microscopic properties of urine in normal and abnormal states. (32/32)

MTR: Medical Transcription

MTR:109 | 2
Introduction to Medical Transcription
Focuses on the medical transcription profession and common references used by professionals including formatting, punctuation and editing guidelines. Lab practice includes physician progress, chart notes and introduces history and physical reports. (24/16) Pre-/corequisites: HIT:320 and HIT:140 or HSC:117

MTR:145 | 4
Advanced Medical Transcription
Advances the students’ medical transcription skills in the areas of cardiology, gastrointestinal, radiology, pathology and orthopedics. (32/64) Prerequisite: HIT:601

MUA: Music – Applied

MUA:101 | 1
Applied Voice
Basic study in the development of vocal technique. Through the study of vocalises and song literature, students will have the opportunity to develop skills such as correct posture, breathing, tone quality, enunciation and diction. Students may earn a maximum of four credits over the course of four semesters (8/16)

MUA:120 | 1
Applied Piano
A class for non-music major or the music major with no previous piano experience. Teaches basic musicianship of note-reading and proper technique on the piano through exercises and solo literature in a group setting. Students will be required to practice on their own outside of class. (0/32)

MUA:147 | 1
Applied Instrumental
Private instruction on the instrument of the student’s choice through the study of scales and arpeggios, technical etudes and solo literature. Students will have the option of the following instruments: violin, viola, cello, bass, guitar, flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, tuba, baritone, euphonium, percussions or piano. Students may earn a maximum of four semester hours over the course of four semesters. (8/16)

MUA:220 | 1
Applied Piano II
A continuation of Applied Piano for students who have successfully completed that course or those with some piano experience who have been placed in this course with teacher approval. Course continues to introduce basic theory and playing techniques through lesson and theory pages and solo literature in a group setting. Students will be required to practice on their own outside of class. (0/32) Prerequisite: MUA:120 or testing into this level
MUS: Music - General

*MUS:100 | 3
Music Appreciation
A survey of the development of music through study of representative compositions of many periods and styles. Vocabulary presented to discuss the musical works. (48/0)

*MUS:102 | 3
Music Fundamentals
Discusses basic music elements for those with little or no previous music theory. (48/0)

*MUS:120 | 3
Music Theory I
Studies the fundamentals of music theory, including voice leading and harmonization. Includes study of melody, rhythm and texture in a historical context. (48/0) Prerequisite: MUS:102 or passing a theory placement test

*MUS:140 | 1
Concert Choir
Opportunity to experience choral singing. The performing group meets regularly and presents a wide variety of choral literature. The choir provides programs for college activities. A maximum of four semester hours may be earned. (0/32)

MUS:162 | 1
Instrumental Ensembles
Opportunity to experience instrumental music in an ensemble setting. Students will attend regular rehearsals, perform in concerts and prepare and present a wide variety of instrumental literature. Students may choose from several local ensembles (Dubuque Community String Orchestra, University of Dubuque Jazz Band, Loras College Wind Band, etc.) A maximum of four semester hours may be earned. (0/32) Prerequisite: Approval of ensemble director

NET: Computer Networking

NET:103 | 3
Troubleshooting
Provides knowledge of basic troubleshooting skills which apply to the troubleshooting of microcomputer hardware and software. (32/32)

NET:107 | 3
Hardware/Software Installation and Troubleshooting
Teaches and improves personal computer configuration and troubleshooting skills necessary to function as a PC support or help desk technician. Topics include PC system overview, CPUs, primary and secondary storage, video monitors and troubleshooting techniques. (24/48) Prerequisite: A minimum grade of C- in ELT:613 or ELT:630

NET:153 | 4
Advanced Networking
Helps students prepare for future employment in the networking area and prepares them to meet employer expectations by building internetworks with wide area connections. (48/32) Prerequisite: NET:684

NET:156 | 3
Operating Systems
Provides experiences to effectively control the operation and resource allocation of a computer system. Emphasizes effective internal resource management in general and how those principles apply to the mainframe, mid-range (AS/400) and microcomputer environments. (32/32) Prerequisite must be met to progress in the Computer Analyst major. Prerequisite: CIS:122

NET:266 | 3
CCNA Routing and Switching: Introduction to Networks
The first of four courses leading to the Cisco Certified Network Associate (CCNA) designation. The first of two courses leading to the Cisco Certified Entry Networking Technician (CCENT). Course describes the architecture, components and operations of routers and switches in a small network. Students learn how to configure a router and a switch for basic functionality. By the end of the course, students will be able to configure and troubleshoot routers and switches and resolve common issues with RIPv1, RIPv2, single-area and multi-area OSPF, virtual LANs and inter-VLAN routing in both IPv4 and IPv6 networks. (32/32) Prerequisites must be passed with a minimum grade of C- to progress in the Computer Technology major and all Cisco class requirements must be met to progress through the Cisco class sequence. Prerequisite: NET:266

NET:267 | 3
CCNA Routing and Switching: Routing and Switching Essentials
The second of four courses leading to the Cisco Certified Network Associate (CCNA) designation. The second of two courses leading to the Cisco Certified Entry Networking Technician (CCENT). Course describes the architecture, components and operations of routers and switches in a small network. Students learn how to configure a router and a switch for basic functionality. By the end of the course, students will be able to configure and troubleshoot routers and switches, resolve common issues with OSPF, EIGRP, STP and VTP in both IPv4 and IPv6 networks and develop knowledge and skills needed to implement DHCP and DNS operations in a network. (32/32) Prerequisites must be passed with a minimum grade of C- to progress in the Computer Technology major and all Cisco class requirements must be met to progress through the Cisco class sequence. Prerequisites: NET:266, NET:267
COURSE DESCRIPTIONS

NET269 | 3
**CCNA Routing and Switching: Connecting Networks**
The fourth of four courses leading to the Cisco Certified Network Associate (CCNA) designation. Course discusses the WAN technologies and network services required by converged applications in a complex network. Students are enabled to understand the selection criteria of network devices and WAN technologies to meet network requirements and will learn how to configure and troubleshoot network devices, resolve common issues with data link protocols and develop the knowledge and skills needed to implement IPSec and virtual private network (VPN) operations in a complex network. (32/32) Prerequisites must be passed with a minimum grade of C to progress in the Computer Analyst major. Prerequisite: NET:266 or NET:275

NET:453 | 3
**UNIX**
Instruction in UNIX, a computer system used throughout the world that runs on virtually all types of computers. Teaches the basic skills required to get started in UNIX: starting and stopping a work session, entering commands and using the keyboard. Covers the use of the vi editor, sending and receiving messages and creating, displaying, manipulating directories and files. Covers the introduction to configuring UNIX as a server and scripting. (32/32) Prerequisite: A minimum grade of C in CIS:142 or NET:725

NET:684 | 4
**TCP/IP for Networking**
The implementation and administration of TCP/IP networks. Provides instruction on how data packets are sent between different networks, how to assign IP addresses to subnets, IP routing protocols, RIP and OSPF, as well as host address resolution services using ARP, DHCP and DNS. (48/32) Prerequisite: NET:725

NET:725 | 3
**Networking Essentials**
Covers basic networking concepts, technologies and procedures. These concepts are applied in various hands-on activities, including building, monitoring and troubleshooting a simple home/small business network. (32/32)

NET:946 | 3
**Seminar**
Networking and training and technical support solutions are designed for a simulated business. Development of this solution synthesizes knowledge learned and skills developed in previous courses. Explores emerging trends and new topics in networking technology and training and technical support. (16/64) Prerequisites must be passed with a minimum of a C to progress in the Computer Analyst major. Prerequisites: CIS:505, NET:103, NET:318, NET:684

PEA: Physical Education Activities

*PEA:102 | 1
**Aerobic Fitness I**
An activity-based course that focuses on cardiovascular exercise through aerobics. (0/32)

*PEA:176 | 1
**Volleyball I**
An activity-based course focusing on developing skills in volleyball. Rules and game strategies are emphasized. (0/32)

*PEA:192 | 1
**Walking I**
An introductory course focusing on the fundamentals of stretching and walking. Students may earn a maximum of two credits over the course of four semesters. (0/32)

PEC: Coaching Officiating

*PEC:110 | 1
**Coaching Ethics, Techniques and Theory**
Theories and techniques used in coaching as well as sport psychology, pedagogy, sport physiology and ethics related to Standards for Professional Practice and Completed Performance. (17/0)

*PEC:115 | 1
**Athletic Development and Human Growth**
Exposes those interested in coaching authorization to an overview of the principles and concepts of human development across the life span with particular emphasis on childhood and adolescence. (12/8)

*PEC:120 | 1
**Body Structure and Function**
Familiarization with the anatomy of body parts and physiology as they pertain to athletics. Introduces nutrition and proper conditioning principles. (12/8)

*PEC:127 | 2
**Care and Prevention of Athletic Injuries**
Develops knowledge, skill and personal judgment in the prevention, care and treatment of athletic injuries. For those interested in obtaining the coaching endorsement. (24/16)
PHI: Philosophy

*PHI:101 | 3
Introduction to Philosophy
Instruction in and discussion of classic philosophical theories and systems with particular emphasis on the practical applications of philosophic thought. (48/0)

*PHI:105 | 3
Introduction to Ethics
A systematic study of theories of moral judgment and decision, conduct, values and responsibility. Application of ethical concepts and principles are provided through a critical examination of contemporary issues such as bioethics, professional ethics and the environment. No prerequisites, but PHI:101 is recommended. (48/0)

PHS: Physical Science

*PHS:142 | 3
Principles of Astronomy
Studies the elements of the solar system: planets, their moons, comets, asteroids and the sun as well as stars, galaxies, history of the universe, astronomical equipment, spectroscopy and others. Presents astronomical principles in lecture at a low level of mathematical difficulty. Laboratory demonstrations are used to enhance lecture material. (48/0)

*PHS:143 | 1
Principles of Astronomy Lab
An optional laboratory addition to the Introduction to Astronomy course. Students learn techniques used by astronomers in celestial surveying and use equipment in a lab setting to enhance lecture material. Lab assignments are done in individual and group settings. (0/32) Pre-/corequisite: PHS:142

*PHS:166 | 4
Meteorology, Weather and Climate
Introduces meteorological concepts with the emphasis on the characteristics and composition of the atmosphere, weather observations, atmospheric stability and circulation, atmospheric storms, climatology and meteorological applications. (48/32)
Prequisite: A minimum grade of C- in MAT:063 or qualifying placement score

*PHS:170 | 3
Physical Geology
A comprehensive study of the Earth's physical processes and properties and how geologic features change with time. (48/0)

*PHS:171 | 1
Physical Geology Lab
A study of the Earth's physical processes and properties through laboratory exercises and field trips. (0/32) Pre-/corequisite: PHS:170

PHY: Physics

*PHY:106 | 4
Survey of Physics
Studies basic physical science principles of mechanics, thermodynamics, waves, electricity and magnetism, atomic and nuclear physics and meteorology. (48/32) Prequisite: A minimum grade of C- in MAT:063 or qualifying placement score

*PHY:162 | 4
College Physics I
Basic physics principles in mechanics, work and energy, momentum, conservation laws, rotational motion, oscillations, waves and thermodynamics. (48/32) Pre-/corequisite: A minimum grade of C- in MAT:102, MAT:744, or qualifying placement score

*PHY:172 | 4
College Physics II
Basic physics principles concerned with electricity and magnetism, light and optics and modern physics. (48/32) Prequisite: PHY:162

PHY:710 | 3
Technical Physics
A study of basic physics principles. Covers measurement techniques, motion, forces, simple machines, work and energy, thermodynamics and principles of solids, liquids and gases. Emphasizes basic mathematical relationships within the various subject areas. Techniques developed should aid the student in any technical field. (32/32)
Prequisites: MAT:128, MAT:130, MAT:210, MAT:216, MAT:219 or MAT:744

PNN: Practical Nursing

PNN:179 | 3
Introduction to Nursing Care of Adults I
Applies a systematic approach for the comprehensive care of adults. Course is divided into units, each of which covers a particular body system. The use of clinical decision-making skills is emphasized as students investigate adult disorders. Includes clinical and lab components. (30/12 and 36 clinical hours) Prerequisite: A minimum grade of C- in PNN:183

PNN:183 | 6
Introduction to Nursing Concepts
Classroom, lab and clinical experiences build student knowledge and application of the nursing profession, the nursing process and the technical skills required for client care. Students learn to master skills of increasing complexity. Emphasizes use of clinical decision-making skills. (64/36 and 42 clinical hours) Prerequisites must be passed with a minimum grade of C. Prerequisites: BIO:173, PNN:200, PNN:270; and successful completion of a 75-hour Nurse Aide course. Pre-/corequisites: ENG:105, PNN:204

PNN:191 | 6
Introduction to Nursing Care of Adults II
Course continues to apply a systematic approach for the comprehensive care of adults. Course is divided into units, each covering a particular body system. Emphasizes the use of clinical decision-making skills as adult disorders are investigated. Includes clinical and lab components. (72/24 and 36 clinical hours) Prerequisites: A minimum grade of C- in PNN:179, PNN:204, PNN:270

PNN:200 | 1
Dosage Calculations
A review of fractions and decimals, conversions of metric, apothecary and household units and computations of drug dosages. (16/0) Prerequisite: MAT:053, MAT:722, or qualifying placement score

PNN:204 | 1
Pharmacology Medications
Integral to this course is the classification of drugs affecting each body system. (16/0) Prequisite: A minimum grade of C- in BIO:173
Introduction to Maternal Child Health
Introductory study of the reproductive aspects of life as they affect the whole family. Includes basic principles underlying nursing skills necessary to promote optimum health and safety for mother/family during the maternity cycle. Introduces the nursing care of children, including care of well and sick children, with an emphasis on health needs of the child and family at different stages of their life spans. (36/18 and 33 clinical hours) Prerequisite: A minimum grade of C in PNN:191, PSY:111

Application of the Practical Nurse Role
Knowledge, skill, and understanding needed by the Practical Nurse in meeting the emotional and physical needs of normal aging clients and patients with long-term illnesses. Includes practice in the role as a team member of the nursing profession for the care of older patients in normal and complex nursing situations. (34/12 and 36 clinical hours) Prerequisite: A minimum grade of C in PNN:242

Introduction to Nutrition
Emphasizes a practical knowledge of good nutrition and some knowledge of diet therapy. Includes a background of adequate and accurate information on basic nutritional needs of the body. (32/0)

PSY: Psychology
Introduction to Psychology
A survey of psychology including theoretical and experimental findings and applications from areas such as physiological learning, memory, personality, social, abnormal and therapy and health psychology. (48/0)

Psychology of Human Relations
Covers all types of interactions among people—their conflicts, cooperative efforts, and group relationships. It is the study of those beliefs, attitudes and behaviors that cause interpersonal conflict in our personal lives and in work-related situations. (48/0)

Developmental Psychology
An introductory course in human growth and development throughout the life span. The developmental stages include prenatal, infancy/toddlerhood, early and middle childhood, adolescence, early, middle and late adulthood and death, dying and bereavement. Human development looks at the physical, cognitive, social and emotional aspects of development at each developmental stage. Imbedded in each stage are the theories and theorists of each aspect of development. (48/0)

Early Child Psychology
A comprehensive early childhood education course designed to broaden the understanding and improve the skills of those dealing with young children from infancy through age five. Covers physical well being, care of infants in group settings, emotional health issues, children with special needs, social development and fostering emergent curriculum. (48/0)

Child Psychology
A study of the growth and development of the individual from conception through late childhood. Emphasis is placed on the physical, cognitive, emotional and social development influences relative to our environment, individual differences and society. Theoretical perspectives, historical influences and research implications are included. (48/0)

Psychology of Aging
Studies the problems and issues of having a major portion of the population over age 65 and the prospect of continued growth in numbers. Social planners are directing resources into the study and care of an elderly population with particular emphasis on the scientific, personal and social categories. (48/0) Prerequisite: PSY:111

Abnormal Psychology
Understanding of the origin, symptoms and treatment of the full range of mental disorders. Explores identification and classifications of mental disorders. Topics include maladaptive behavior, assessment, coping behaviors, personality disorders and substance abuse. (48/0) Prerequisite: PSY:111

Social Psychology
Explores the way individuals think, feel and behave in social situations. Reviews the classical and contemporary research findings in social thinking, social influence and social relations. Explores applications of research to a variety of work and life situations. (48/0)

Human Sexuality
Traditional sexual values and attitudes are being challenged by several factors including advances in medical science, greater amounts of leisure time, changing roles of men and women, new knowledge about sex and growing concern about sexually transmitted disease. Human Sexuality looks at sexual attitudes and practices across the diverse cultures of the world in order to develop a knowledge and understanding of the complexity of sexual behavior within societies and within ourselves. (48/0)

Social Science Research and Reasoning
Introduces research strategies and measurement tools used in social science fields. Reviews scientific method and standards of ethical research conduct. Studies scientific writing techniques including APA style research report and will practice searching related literature. Surveys basic non-
experimental research strategies including naturalistic observation, surveys, focus groups and archival research. (64/0) Prerequisite: PSY:111. Corequisite: MAT:156

*PSY:281 | 3

Educational Psychology
The principles of psychology are applied to educational settings in such areas as human development, learning, motivation, testing and measurement and conditions that facilitate learning. This course recognizes that today’s educators are faced with great diversity in student needs as well as techniques of meeting these varied educational needs. The task of educating special needs students requires educators to be more broadly diverse in techniques and principles that will assist in the learning process. (48/0) Prerequisite: PSY:111 or PSY:121

*PSY:285 | 3

Education of Exceptional Learners
A comprehensive introduction to the study of exceptionalities throughout the lifespan, including the causes of exceptionalities, the characteristics of exceptional persons, intervention strategies, services provided for these populations, trends, future perspectives and current issues. (48/0)

RAD: Radiologic Technology

RAD:101 | 3

Radiographic Patient Care
Teaches proper patient communication and safety techniques as well as basic nursing procedures. Students learn how to read medical charts and differentiate between common medical emergencies that take place in radiology departments. (48/0) Corequisite: RAD:200

RAD:113 | 6

Computed Tomography Internship I
A clinical course designed to teach CT procedures beginning with patient care procedures specific to CT and ending with required ARRT competencies required for the ARRT CT board examination. (384 coop hours) Prerequisites: An AAS degree or higher in radiologic technology and concurrent enrollment in the University of Iowa’s CT online program

RAD:114 | 6

Computed Tomography Internship II
A clinical course designed to teach CT procedures beginning with patient care procedures specific to CT and ending with required ARRT competencies required for the ARRT CT board examination. (384 coop hours) Prerequisites: RAD:113 and concurrent enrollment in the University of Iowa’s CT online program

RAD:122 | 4

Radiographic Procedures I
Fundamentals and theoretical principles of various radiographic procedures. Covers basic routine and alternative positions. Radiographic categories covered are chest, abdomen, upper and lower extremities. Presents basic principles of radiation protection procedures. Students will identify the anatomy associated with each unit. Course must be taken concurrently with Clinical Education I. Information in both courses is interrelated. (48/32) Corequisite: RAD:200

RAD:143 | 5

Radiographic Procedures II
A continuation of Radiographic Procedures I. Covers basic routine and alternative radiographic procedures. Units include lower extremities, pelvis, spine, cranial, gastrointestinal and urinary system. Course must be taken concurrently with Clinical Education II. Information in both courses is interrelated. (64/32) Prerequisites must be passed with a minimum grade of C-. Prerequisites: RAD:122, RAD:200. Corequisite: RAD:240

RAD:186 | 2

Advanced Procedures and Pharmacology
Encompasses radiographic studies of the circulatory, skeletal, lymphatic, digestive, reproductive, and central nervous systems. Presents radiographic procedures considered special studies and which require in-depth knowledge as well as a general overview of cross-sectional anatomy with correlation to radiographs. (32/0) Prerequisite A minimum grade of C- in RAD:143. Corequisite: RAD:270

RAD:200 | 3

Clinical Education I
Clinical practice in applying principles and skills learned in the classroom and laboratory. Under direction of the instructor and/or registered radiologic technologist, the student demonstrates skill with basic radiographic procedures. (0/16 and 120 clinical hours) Corequisite: RAD:122. Course must be taken concurrently with RAD:122 as information in both is interrelated.

RAD:240 | 5

Clinical Education II
A continuation of Clinical Education I to broaden practical experience. Students perform more independently as they complete competency testing. (0/32 and 192 clinical hours) Prerequisites must be passed with a minimum grade of C-. Prerequisites: RAD:101, RAD:122, RAD:200. Pre-/corequisite: RAD:143

RAD:270 | 3.5

Clinical Education III
A continuation of Clinical Education II with the student functioning more independently and demonstrating capabilities of performing the procedures learned in Radiographic Procedures I and II. (8/16 and 120 clinical hours) Prerequisites: A minimum grade of C- in RAD:143, RAD:240, RAD:440. Corequisite: RAD:186

RAD:420 | 4

Radiographic Physics
A study of basic radiographic physics including atomic structure, concepts of radiation and electromagnetic radiation. As the course progresses, radiation production and the construction of an x-ray tube and circuit are presented. Course requires the use of advanced math and equations. (64/0) Prerequisites: A minimum grade of C- in RAD:186, RAD:270. Corequisite: RAD:521
RAD:440 | 4
Image Evaluation
Radiographic images are evaluated for proper positioning, anatomy and technical factors. The influence of pathology, patient motion, patient habitus and equipment control are included as to effects on the radiograph. Students evaluate radiographic images associated with different areas of the body as to diagnostic quality. (56/16) Prerequisite: A minimum grade of C- in RAD:122. Corequisite: RAD:240

RAD:521 | 5.5
Clinical Education IV
A continuation of Clinical Education III designed to enhance clinical skills and capabilities. Students begin rotations through various imaging modalities. (8/0 and 240 clinical hours) Prerequisite: A minimum grade of C- in RAD:186, RAD:270. Corequisites: RAD:420, RAD:708

RAD:561 | 5.5
Clinical Education V
A continuation of Clinical Education IV. Students continue to rotate through various imaging modalities. (8/0 and 240 clinical hours) Prerequisite: A minimum grade of C- in RAD:521. Corequisites: RAD:712, RAD:738, RAD:860

RAD:592 | 2.5
Clinical Education VI
A continuation of Clinical Education V, with students continuing to rotate through various imaging modalities. Students must complete all competency testing and be able to perform routine radiographic procedures as entry level radiographers. (8/0 and 96 clinical hours) Prerequisite: A minimum grade of C- in RAD:561. Corequisite: RAD:661

RAD:661 | 3
Comprehensive Radiologic Review
Presents an overview of all aspects of radiologic technology. Various tests will be given which cover the sections on the registry examination. (32/32) Prerequisites: A minimum grade of C- in all courses of the previous five semesters. Corequisite: RAD:592

RAD:708 | 2.5
Radiographic Exposure
The operation of various types of radiographic equipment including grids, automatic exposure control, and fluoroscopy, beam restriction, and filtration. Presents scatter production, technique charts, radiographic exposure technique (kVp and mAs) and recorded detail and distortion. Students are required to submit a project and/or term paper to reinforce their understanding of the course material presented. (40/0) Prerequisites: A minimum grade of C- in RAD:186, RAD:270. Corequisite: RAD:521

RAD:712 | 2
Radiographic Advanced Exposure

RAD:738 | 2
Radiologic Pathology
Emphasizes common pathological disorders of the different systems of the human body. Radiographs exemplifying pathological disorders will be supplemented. (32/0) Prerequisites: A minimum grade of C- in RAD:420, RAD:521, RAD:708. Corequisite: RAD:561

RAD:860 | 2.5
Radiobiology and Radiation Protection
Covers the effects of ionizing radiation to the human body and methods of radiation protection for the general population and radiation workers, along with federal and government standards. (40/0) Prerequisites: A minimum grade of C- in RAD:420, RAD:521, RAD:708. Corequisite: RAD:561

RAD:868 | 6
Magnetic Resonance Imaging Internship I
A clinical course designed to teach MRI procedures beginning with patient care procedures specific to MRI and ending with the required ARRT competencies required for the ARRT MR board exam. (384 coop hours) Prerequisite: An AAS degree or higher in radiologic technology and concurrent enrollment in the University of Iowa’s MRI online program

RAD:869 | 6
Magnetic Resonance Imaging Internship II
A clinical course designed to teach MRI procedures beginning with patient care procedures specific to MRI and ending with the required ARRT competencies required for the ARRT MR board exam. (384 coop hours) Prerequisite: RAD:868 and concurrent enrollment in the University of Iowa’s MRI online program

RAD:881 | 10
Diagnostic Medical Sonography Internship I
Introduces sonography patient care, equipment and basic abdominal and vascular procedures. Normal anatomy is scanned and basic Sonography competencies completed. Prepares for advancement on to RAD:882 where students will continue with required ARDMS competencies. Observation and participation in Ultrasound (US) procedures beginning with patient care procedures specific to US and ending with required ARDMS competencies required for the ARDMS Abdomen and Vascular components. (640 coop hours) Prerequisites: Unv. of Iowa courses: Sectional Anatomy for Imaging Sciences and Foundations of Sonography; an AAS degree or higher in radiologic technology; and concurrent enrollment in the University of Iowa’s Diagnostic Medical Sonography online program

RAD:882 | 10
Diagnostic Medical Sonography Internship II
Introduces obstetrical and gynecological sonography procedures. Continued application of abdominal and vascular sonography knowledge. Skills are advanced by applying information about pathology to these procedures. Normal anatomy is scanned as well as cases with pathologic conditions and students will continue to obtain required ARDMS competencies. Prepares for advancement on to RAD:893. (640 coop hours) Prerequisites: RAD:881; and concurrent enrollment in the University of Iowa’s Diagnostic Medical Sonography online program
RCP: Respiratory Therapy

RCP:271 | 6
Respiratory Therapy Techniques I
Combines theory, laboratory practice and clinical experience in medical gas therapy, basic pharmacology, aerosol and humidity therapy, bronchial hygiene and general patient assessment skills. (32/64 and 96 clinical hours)

RCP:320 | 3.5
Respiratory Therapy Science I
Provides basic knowledge of chemistry, physics, microbiology, mathematics and anatomy and physiology of the cardiopulmonary system as applied to respiratory therapy. (40/32)

RCP:350 | 3
Pulmonary Pathology
An overview of acute and chronic diseases affecting the pulmonary system, outlining diagnosis prevention and treatment. (32/32)
Prerequisites: A minimum grade of C- in BIO:173, RCP:460, RCP:540

RCP:460 | 3.5
Respiratory Science II
Basic knowledge of respiratory and circulatory physiology, including evaluation of acid-base status and pulmonary function testing. (32/48) Prerequisites: A minimum grade of C- in RCP:271, RCP:320

RCP:490 | 6
Respiratory Therapy Science III
Theory and experience in EKG interpretation and treatment of abnormal rhythms. Provides an overview of the fundamentals of alternate site care. (16/32 and 192 clinical hours)
Prerequisites: A minimum grade of C- in BIO:173, RCP:460, RCP:540

RCP:540 | 8
Respiratory Therapy Techniques II
Combines theory, laboratory practice and clinical experience in hyperinflation therapy, airway care, manual resuscitation, ventilator management and non-invasive positive pressure ventilation. (32/64 and 192 clinical hours) Prerequisites: A minimum grade of C- in RCP:271, RCP:320

RCP:600 | 3
Neonatal/Pediatric Respiratory Therapy
Provides in-depth knowledge into the complex problems associated with the neonatal and pediatric population. Neonatal and pediatric assessment, monitoring and respiratory intervention is a major focus. Abnormal conditions that occur during the transition from fetal development, to the perinatal period, to the pediatric stages of life are discussed. Simulation is used to demonstrate the ability to identify and treat common abnormalities found in this population. (32/32) Prerequisites: A minimum grade of C- in BIO:173, RCP:350, RCP:490

RCP:820 | 7.5
Respiratory Therapy Techniques IV
Combines theory, laboratory practice and clinical experience in evaluation and treatment of pathological conditions affecting the respiratory system, pharmacological principles, hemodynamic monitoring and an overview of cardiovascular surgical procedures and equipment. (32/16 and 240 clinical hours) Prerequisites: A minimum grade of C- in BIO:173, RCP:350, RCP:490

RCP:840 | 5.5
Innovations in Respiratory Care
Information on new and innovative techniques in the field of respiratory therapy for the adult, neonatal and pediatric patient. (88/0) Prerequisites: A minimum grade of C- in RCP:600, RCP:820

RDG: Reading

**RDG:030 | 1
Introduction to College Reading I
An introductory course designed to assist students whose present reading levels are not sufficiently developed to meet the recommended college-level assignments. Emphasis is on improving comprehensive reading skills as well as reading speed and vocabulary. (0/32)

**RDG:032 | 2
Introduction to College Reading
An introductory course designed to assist students whose present reading levels are not sufficiently developed to meet the recommended college-level assignments. Emphasis is on improving comprehensive reading skills as well as reading speed and vocabulary. (32/0)

REL: Religion

*REL:105 | 3
Introduction to Religion
Topical introduction to the study of religion, exploring the human search for the Sacred, Holy or Ultimate. Through descriptions and analysis of the dimensions of religious expression common to all religious traditions, students develop an understanding of the phenomena of religion using examples from different religious traditions as well as from literature and philosophy. (48/0)
SCI: Science

**SCI:001 | 3**

Science Enrichment
Fundamental concepts of science and the scientific process through lecture methods and participation in experiments. Designed to facilitate further interest and/or study in science for students with little or no previous experience in science. (48/0)

SDV: Student Development

**SDV:070 | 1**

TRIO Student Success Seminar
Designed to help TRIO students identify and apply learning and reading strategies to successfully complete college courses. Students develop learning and reading strategies for each of the courses in which they are concurrently enrolled. The instructor monitors the students' progress in each class and helps them assess the effectiveness of their college success strategies applied to each course. (16/0)

**SDV:092 | 1**

Strategic Reading
An implementation of strategies to develop pre-reading, vocabulary, comprehension and critical reading skills. (0/32) Prerequisite: RDG:030 or qualifying placement score

SDV:130 | 1
Career Exploration
Provides help in choosing a career and in acclimating students to the College. (16/0)

SDV:135 | 1
Job Seeking Skills
Develops skills and materials necessary to obtain employment. (16/0)

SDV:136 | 1
Time and Stress Management
Techniques to effectively manage time and to recognize and reduce stress. Emphasizes skills that can be applied to the workplace. (16/0)

SDV:153 | 2
Pre-Employment Strategies
Basic introduction to skills necessary for entry-level employment positions. Networking with local employers will be a key component. A work performance rating and a National Career Readiness Certificate™ will be awarded based on WorkKeys® testing results which will be recognized in interviewing and compensation practices of some local employers. Stresses options for continuing education through NICC programs. Students may choose to enter directly into the workforce upon course completion. (32/0)

SDV:169 | 1
Credit for Life Experience Portfolio Development
Assists students applying for credit for life experience in completing a systematic approach to developing and submitting a portfolio for review for credit for life experience. (0/32)

SDV:179 | 3
The College Experience
College is a new and different experience for many students. This course conveys expectations of the college culture to first-time college students. It provides an examination of the student's learning styles, familiarization with college resources and support services, review of important study and test taking skills, development of goal setting and decision making skills, and enhancement of personal relationship skills that relate directly to success in college and beyond. (48/0) Prerequisite: Senior-standing in high school or above

SDV:200 | 1.5
Introduction to Computers
Introduces the basic concepts of computer technology with related "hands-on" experience. (8/32)

SDV:219 | 4
Professionalism
Designed for student awareness of personal strengths and identifying areas for improvement. Concentrates on developing marketable personal and professional skills. Presents strategies to assist in maintaining employment and in demonstrating a professional image and work behavior. (64/0)

SDV:222 | 1
Coop Career Experience I
Obtaining employment without work experience is challenging and often frustrating for college graduates. Real-world experience is gained in fields of study through work experiences in business/organization settings. Students will enter their coop locations having completed the necessary application and orientation process. Three class meetings offer opportunity to share challenges, concerns and learning as a result of the coop experience. Students will reflect on their learning through weekly journals and a goal-setting and reporting process. (64 coop hours)

SDV:223 | 2
Coop Career Experience II
Obtaining employment without work experience is challenging and often frustrating for college graduates. Real-world experience is gained in fields of study through work experiences in business/organization settings. Students will enter their coop locations having completed the necessary application and orientation process. Three class meetings offer opportunity to share challenges, concerns and learning as a result of the coop experience. Students will reflect on their learning through weekly journals and a goal-setting and reporting process. (128 coop hours)

SDV:224 | 3
Coop Career Experience III
Obtaining employment without work experience is challenging and often frustrating for college graduates. Real-world experience is gained in fields of study through work experiences in business/organization settings. Students will enter their coop locations having completed the necessary application and orientation process. Three class meetings offer opportunity to share challenges, concerns and learning as a result of the coop experience. Students will reflect on their learning through weekly journals and a goal-setting and reporting process. (192 coop hours)
COURSE DESCRIPTIONS

SDV:949  |  1-3
Special Topics
Explores special topics of interest that augment existing courses.

SER: Sustainable Energy Resources

SER:115  |  3
Solar Energy Fundamentals
Introduces all aspects of the solar energy field, through solar basics, site survey, PV system components and electrical system design. Electrical knowledge is potted to work in sizing scenarios, equating for temperature differences using temp coefficients for string sizing and understanding how the sun relates to PV output. Hands-on experience is gained with roof layout, shading analysis with Solar Pathfinder, calculating energy production for specific sites and calculating load estimations. Course is designed meet the needs of NABCEP entry-level training. After course completion, students will be eligible to sit for NABCEP entry-level exam. Upon passing the entry-level exam and course completion, students will receive 34 advanced credit hours. (40/16)

SER:119  |  1.5
NEC for Photovoltaics
Covers the 2011/2014 NEC requirements for photovoltaic systems. This is an advanced course and an electrical background is needed. It is a continuation education class worth 24 advanced hours, meant to prepare students for the NABCEP installers test. (24/0) Prerequisite: SER:115

SER:120  |  3
Introduction to Renewable Energy
Covers the different forms of renewable energy, how they are used, and the basics of solar energy, solar photovoltaic’s, bioenergy, hydroelectricity, tidal power, wind energy, wave energy, and geothermal processes. (48/0)

SER:170  |  3
Advanced Solar Energy: Thermal
The basic theory of heat transfer, the principles of solar energy devices available, and how they evolved. Touches upon residential, commercial, and industrial applications. (48/0)

SOC: Sociology

*SOC:110  |  3
Introduction to Sociology
The basic sociological principles and basic processes of group behavior. Includes the study of social interaction, family and group life, social institutions, status and role, culture, population, structure and change and community structures (both urban and rural). (48/0)

*SOC:115  |  3
Social Problems
An introduction to social problems as they relate to the individual, family, community and culture. Students learn to identify these problems, define causative factors and explore solutions. General areas studied include the foundations of social problems, problems of deviance, problems of inequality, problems of social institutions and global social problems. (48/0)

*SOC:120  |  3
Marriage and Family
Approaches marriage and the family or alternatives, from a multi-disciplined perspective to search for our humanness, our relationships and our potentials. The significance and complexities of relationships encourage personal knowledge, reflection and intellectual insight. (48/0)

SOC:121  |  3
Sociology of Families
Examines the unique realm of the family and emphasizes the family as a whole, focusing on the processes taking place within the family. (48/0)

SOC:208  |  3
Introduction to Cultural Anthropology
A holistic overview of the cultural anthropological perspective broadly describing what it means to be human. Emphasis is on culture, the sets of earned behaviors and ideas that humans acquire as members of a society and use to adapt to and transform the world in which they live. Introductory-level topics include: the anthropological perspective; culture and the human condition; ethnographic fieldwork; history, anthropology and the explanation of cultural diversity; language; cognition; play, art, myth and ritual; world view; kinship; marriage and the family; relationships beyond kinship; social organization and power; subsistence or making a living; the world system; and anthropology in every day life. (48/0)

*SOC:209  |  3
Archeology
An introductory-level overview of historic archeological paradigms, principles and practices. Includes the study of: different theoretical viewpoints current in historical archeology today (and past definitions of the field), historical archeology as anthropology, historic period artifacts, temporal and spatial concepts, pre-fieldwork techniques, historic period field survey techniques, laboratory procedures, combining science and humanism, the archeology of groups, the global approach to historical archeology, the future of historical archeology and how individuals can become involved. (48/0)

SPC: Speech

*SPC:112  |  3
Public Speaking
An introductory course emphasizing actual speaking experiences with practice in choosing subjects, analyzing audiences and preparing and delivering a variety of extemporaneous speeches. Provides opportunity for skill development in listening and group discussion. (48/0)

TRV: Travel and Tourism

TRV:113  |  3
Introduction to Tourism
Introduces the structure and supply of domestic and international tourism, including accommodations, transportation and other supply elements. Includes study of the economic impact and the future of tourism. (48/0)

TRV:114  |  3
Introduction to the Hospitality Industry
Introduces management and the hospitality industry and serves as a foundation for more specialized courses. The first part surveys the
industry, nationally and locally. The second part provides an overview of the work hospitality managers perform. (48/0)

**UTL: Utilities**

**UTL:100 | 4**
**Gas Utility Field Training I**
An introductory laboratory course that prepares students for basic field utility work, including safety procedures and equipment operation. Focuses on hands-on application and is intended to help students become confident in safely-operating basic gas utility equipment. (16/96)

**UTL:200 | 5**
**Gas Utility Field Training II**
Practice in applied gas utilities tasks with a focus on installation. Job sheets are used to guide learning activities and to provide orderly and productive learning experiences. (16/128)

**UTL:204 | 3**
**Electronic Controls**
Basic knowledge on the installation and maintenance for Electronic Flow Computers, including SCADA (supervisory control and data acquisition) and Telemetry systems. Covers the installing and maintaining of the different types of electronic control systems. (40/16)

**UTL:210 | 3**
**Pipeline Integrity**
The basic knowledge of pipeline integrity management principles along with regulation code requirements. (16/64)

**UTL:220 | 3**
**Regulation and Measurement**
A laboratory course introducing the importance of regulation and measurement in the natural gas industry. (16/64)

**UTL:230 | 3**
**Gas Appliances**
The basic knowledge of gas appliances. Covers electrical components and safety standards. Introduces necessary codes of the industry as well as operation sequencing. (16/64)

**UTL:240 | 3**
**OQ Modules (Operator Qualification)**
Instruction on the required OQ Modules pertaining to each job classification in the natural gas industry, AOCs (Abnormal Operating Conditions) and personnel safety. (16/64)

**UTL:250 | 5**
**Gas Utilities Internship**
A broad overview of practical experiences to be encountered upon entrance to the workforce. Students may choose to specialize an area they have been trained on or they could intern in several or all areas available to them. Before placement with an employer, students will go through a resume/interview process. (320 coop hours)

**UTL:300 | 5**
**Gas Utility Field Training III**
Practice in applied gas utilities tasks focusing on steel gas piping and customer service. Job sheets are used to guide learning activities and to provide orderly and productive learning experiences. (28/104)

**UTL:400 | 4**
**Gas Utility Field Training IV**
Practice in more advanced gas utilities applications with a focus on gas appliances. Job sheets are used to guide learning activities and to provide orderly and productive learning experiences. (16/96)

**WEL: Welding**

**WEL:110 | 2**
**Welding Blueprint Reading**
Introduces the concept and practice of blueprint interpretation as needed by welders in an industrial setting. Emphasis is on the basics of interpretation and application in specific situations. (16/32) Pre-/corequisite: WEL:228

**WEL:119 | 1**
**Maintenance Welding**
Basic welding techniques, brazing, soldering and types of welds needed in the industrial maintenance field, including the use of oxyacetylene and electric welding equipment. (0/32)

**WEL:148 | 3**
**Arc Welding Intermediate (SMAW)**
Building on skills from Basic SMAW, students will utilize AC transformer and DC motor generating arc welding machines. Studies welding heats, polarities and electrodes for use in joining various metal alloys by the arc welding process. Students create 2G, 3G, 2F and 3F groove and fillet welds to D1.1 AWS code. Safety procedures are emphasized throughout the course in the use of tools and equipment. (16/64) Prerequisite: WEL:427

**WEL:192 | 4**
**Gas Tungsten Arc Welding**
Gas tungsten arc welding (TIG) and other related processes. Studies topics such as process variation, welding in various positions, principle of operation, shielding gases and filler rods. Stresses safety and practical application of these welding processes. (16/96) Pre-/corequisites: WEL:110, WEL:228

**WEL:200 | 2**
**Metallurgy Fundamentals**
Studies the physical and mechanical properties of engineering materials and their use in mechanical application. Metallurgical laboratory work is performed to acquaint students with stress, strain, hardness, shear, compression and microstructure. (16/32)

**WEL:227 | 3**
**Advanced Gas Metal Arc Welding**
Building on skills from Basic GMAW, this class builds advanced skill in GMAW and other related processes. Covers topics such as spray arc, FCAW, short-circuit, pulse welding, process variation, out-of- position welding, principle of operation, shielding gases, filler metals and base metals. Stresses safety and practical application of these welding processes. (16/64) Prerequisite: WEL:433

**WEL:228 | 1**
**Introduction to Welding, Safety and Health of Welders: SENSE 1**
Orientation to the welding profession covering basics of safety and health in the welding profession. This course aligns to SENSE Level 1, Module 1 and Module 2: Key Indicators 1-6. (16/0)
WEL:303 | 3  
**Pipe Welding/SMAW**  
Practice in welding pressure pipe in horizontal, vertical and horizontal-fixed positions using shielded metal arc welding processes, MIG and oxyacetylene welding. Discusses testing to ASME code. Students will become proficient in specific applications of pipe welding to the gas utilities industry. (16/64)

WEL:329 | 1  
**Shop Welding**  
Electric arc and oxyacetylene welding used in the repair of farm equipment. Horizontal lap, butt and "T" welds are made using both electric arc and oxyacetylene welders. Practices use of the cutting torch and brazing. (8/16)

WEL:330 | 1  
**Welding Fundamentals**  
Use of oxyacetylene and electric arc welding equipment to make different types of welds required to repair or fabricate items. Experience in various techniques of welding, brazing and soldering. (0/32)

WEL:427 | 3  
**Basic Arc Welding (SMAW)**  
The operation of AC transformer and DC motor generation arc welding machines. Studies welding heats, polarities and electrodes for use in joining various metal alloys by the arc welding process. Once capable of running beads, students will create 1G and 1F groove and fillet welds to D1.1 AWS code. Emphasizes safety procedures throughout the course in the use of tools and equipment. (16/64) Pre-/ corequisites: WEL:110, WEL:228

WEL:429 | 3.5  
**Advanced Arc Welding (SMAW)**  
Builds skills through practice in simulated industrial processes and techniques, sketching and laying out size and shape descriptions and listing the procedural steps necessary to build the product. Emphasizes maintenance, repairing worn or broken parts by special welding applications, field welding and nondestructive tests and inspection. Students create 4G, 3G, 4F and 3F groove and fillet welds to D1.1 AWS code. Safety procedures are emphasized throughout the course in the use of tools and equipment. (16/80) Prerequisite: WEL:148

WEL:433 | 3.5  
**Basic Gas Metal Arc Welding (GMAW)**  
An introductory class studying Short Circuit Gas Metal Arc Welding (GMAW) and other related processes. Studies topics such as process variation, welding in various positions, principle of operation, shielding gases and wires. Stresses safety and practical application of these welding processes. (16/80) Pre-/ corequisites: WEL:110, WEL:228

WEL:434 | 1.5  
**Flame/Plasma Cutting Fundamentals**  
The history and principles of material cutting and the nomenclature of the equipment. Practices procedures such as cutting, beveling plates and scarfing plates. (8/32) Pre-/ corequisite: WEL:228

WEL:435 | 3.5  
**Pipe Welding**  
Practice in the welding of pressure pipe in horizontal, vertical and horizontal fixed positions using arc welding processes. Practices GMAW, SMAW, GTAW and oxyacetylene welding as they pertain to the pipe welding process. Practices and discusses welding and testing to ASME and API code. (16/80) Prerequisites: WEL:427, WEL:433

WTT: Wind Energy and Turbine Technology

WTT:103 | 3  
**Introduction to Wind Energy**  
Provides exposure to the many facets of the wind industry. Covers the history and development of the wind industry, terminology used in the industry, types and applications of various wind turbines, environmental and economic issues, the future of the wind industry and other appropriate topics. (40/16) Corequisite: OSHA Certification

WTT:133 | 3  
**Wind Turbine Mechanical Systems**  
Introduction to gearboxes and other mechanical systems that make up the subsystems of today’s wind turbines. (40/16)
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<td>Instructor, Communication</td>
<td>B.A., Luther College</td>
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**FACULTY AND PROFESSIONAL STAFF**
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<tr>
<th>Name</th>
<th>Title</th>
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<tr>
<td>Teverthan, Carmen</td>
<td>Instructor, Radiologic Technology</td>
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<td>Troy, Susan</td>
<td>Instructor, Psychology/Microbiology</td>
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<td>Tysver, Kaitlin</td>
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<td>Uhlenhake, Nancy</td>
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<td>Urbain, Matthew</td>
<td>Instructor, Heating and Air Conditioning</td>
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<td>Vande Lune, Troy</td>
<td>Assistant Director of Student Life, Diversity and Leadership</td>
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<td>Verthein, Mary</td>
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<td>Cresco Center</td>
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<td>563.557.8271, ext. 100</td>
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<td>Wilder Business Center</td>
<td>1625 Hwy. 150 S. Calmar, IA 52132</td>
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It is the policy of Northeast Iowa Community College not to discriminate on the basis of race, color, national origin, sex, age, disability, sexual orientation, gender identity, creed, religion, and actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code §§ 216.6 and 216.9, Title IX of the Civil Rights Act of 1964, 42 U.S.C. § 2000e and 2000e-2, the Equal Pay Act of 1963, 29 U.S.C. § 206 et seq., the Rehabilitation Amendments Act, 29 U.S.C. §§ 794-799, and Title II of the Americans with Disabilities Act, 42 U.S.C. §§ 12101-12102, et seq.

This publication is accurate at the time of printing (04.2017).

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