

# 2020-2021



## ACADEMIC CATALOG





Learn Today. Lead Tomorrow.

## Message from President Mickelsen

Thank you for choosing Dawson Community College (DCC). DCC fosters a culture of excellence in education by providing all students quality learning, and opportunities for growth and partnership in local and global communities. We offer multiple paths to earning a degree or certificate. On-campus, online, late start classes, and international partnerships are designed to meet the needs of busy 21st Century students.

For nearly 80 years, DCC has promoted student success through access to quality programming and a commitment to affordability. We prepare students to become the leaders of tomorrow – leaders who will enrich their communities, their families and themselves, and their future employers. Our highly-qualified, caring faculty and dedicated staff are here to serve and assist you.

Whether you choose one of our many career and technical or pre-professional programs, or complete the first two years of a degree that will allow you to transfer to a four-year institution of your choice, when you receive your education with us, you will be prepared to succeed anywhere.

You'll also find excellent opportunities for growth through extracurricular activities which allow you to participate in everything from clubs and sports to student government – Learn today...Lead tomorrow.

Dawson Community College is located in Glendive, Montana, between the badlands of Makoshika State Park and the banks of the Yellowstone River. We are also pleased to announce that beginning fall semester 2020, we will offer on-campus classes at the Central Montana Education Center located in Lewistown.

Our college is small, friendly and welcoming. Here, you will find the services you need to succeed. We treat students, faculty, staff, and every member of our college with caring regard. At DCC, a brighter future is just ahead. Join us on your road to success.

Sincerely,  
Scott R. Mickelsen, Ph.D.  
President



## Accreditation

Dawson Community College is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding an institution's accredited status by the Northwest Commission on Colleges and Universities should be directed to administrative staff of the institution. Individuals may also contact:

**Northwest Commissions on Colleges and Universities**  
8060 165<sup>th</sup> Avenue N.E., Suite 100, Redmond, WA 8052  
(425) 558-4224 | [www.nwccu.org](http://www.nwccu.org)

## This institution is an equal opportunity provider.

The College is in compliance with Executive Order 11246; Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972; Title IX regulation Implementing Educational Amendments of 1972; Section 504, Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990; the 1991 Civil Rights Act; the Age Discrimination in Employment Act of 1967, as amended; the Vietnam Era Veterans' Readjustment Assistance Act of 1974; Title 49, the Montana Human Rights Act; and all other federal, state, and college rules, laws, regulations and policies.

Dawson Community College does not discriminate on the basis of creed, race, religion, gender, national origin, age, disability, veteran status, genetic information, pregnancy status, marital status, gender identity or expression, or sexual orientation with respect to access, employment, programs, or services. Employees who engage in such unlawful discrimination will be subject to disciplinary action up to and including discharge.

Inquiries or complaints concerning these matters should be brought to the attention of Leslie Weldon, Title IX Coordinator. **Telephone:** (406) 377-9412. **Email:** [lweldon@dawson.edu](mailto:lweldon@dawson.edu). **Office:** 111. **Mailing Address:** 300 College Drive, Glendive, MT 59330.



300 College Drive  
Glendive, Montana 59330  
Phone: (406) 377-9400  
Toll-Free: 1-800-821-8320  
Fax: (406) 377-8132  
[www.dawson.edu](http://www.dawson.edu)

ACCREDITATION

## 2020-21 Academic Calendar Fall Semester 2020

Aug 22	Residence Halls Open
Aug 24-25	New Student Orientation/Registration, Financial Aid Disbursement
Aug 26	On campus and DCC Moodle Classes Begin
Sept 1	Fee Payment/Financial Aid Refunds, Last Day Add Classes via Banner
Sept 4	Last Day to Add/Drop Classes w/refund
Sept 7	Holiday-Campus Closed
Sept 24	Late Fee Added to Unpaid Accts
Sept 24	30-Day Delayed Borrower Loans Disbursement
Oct 16	Fall Break/No Classes
Oct 19	Mid-term Grades Posted
Oct 26-Oct 30	Registration for Grad Candidates
Nov 2	Graduation Applications Due & Spring Registration Opens
Nov 4	Advisee Day <b>No Day Classes – Evening Classes Meet</b>
Nov 23	Last Day to Withdraw from Classes
Nov 25-27	Thanksgiving Break-Campus Closed
Nov 30	Classes Resume
Dec 15-17	Final Exams
Dec 17	End of Semester & Residence Hall checkout
Dec 21	Grades Posted

\*Students are required to accept charges on or before fee payment day. If charges are not accepted, the student will be dropped from all classes. (They may re-enroll before last day to add).

## 2020-21 Online Academic Calendar Fall Semester 2020 (DCCOnline)

### 15 Week Session

Aug 31	Classes Begin
Sept 2	Last Day to Add Classes
Sept 4	Last Day to Pay for Classes
Sept 9	Last Day to Drop Classes w/Refund
Sept 15	Last Day to Drop Classes w/o Refund
Nov 23	Last Day to Withdraw from Classes
Dec 12	Last Day of Classes

### 6 Week Session

Sept 14	Classes Begin
Sept 15	Last Day to Add Classes
Sept 16	Last Day to Pay for Classes
Sept 16	Last Day to Drop Classes w/Refund
Sept 21	Last Day to Drop Classes w/o Refund
Oct 16	Last Day to Withdraw from Classes
Oct 24	Last Day of Classes

### 10 Week Session

Oct 5	Classes Begin
Oct 6	Last Day to Add Classes
Oct 7	Last Day to Pay for Classes
Oct 9	Last Day to Drop Classes w/Refund
Oct 15	Last Day to Drop Classes w/o Refund
Nov 30	Last Day to Withdraw from Classes
Dec 12	Last Day of Classes

### 6 Week Session

Nov 2	Classes Begin
Nov 3	Last Day to Add Classes
Nov 4	Last Day to Pay for Classes
Nov 4	Last Day to Drop Classes w/Refund
Nov 9	Last Day to Drop Classes w/o Refund
Dec 4	Last Day to Withdraw from Classes
Dec 12	Last Day of Classes

## 2020-21 Academic Calendar Spring Semester 2021

Jan 16	Residence Halls Open
Jan 18	Holiday-Campus Closed
Jan 19	New Student Orientation/ Registration, Financial Aid Disbursement
Jan 20	On campus and DCC Moodle Classes Begin
Jan 27	Fee Payment/Financial Aid Refunds, Last Day Add/Drop classes via Banner
Jan 29	Last Day to Add or Drop Classes with refund
Feb 15	Holiday-Campus Closed
Feb 18	Late Fee Added to Unpaid Accounts
Feb 18	30 Day Delayed Borrower Loan Disbursement
Mar 12	Mid-Term Grades Posted
Mar 15-19	Spring Break-No Classes
Mar 22	Classes Resume
Mar 29	Pre-Registration Opens
Mar 31	Advisee Day/ <b>No Day Classes-Eve Classes Meet</b>
Apr 2	No Classes-Campus Closed
Apr 19	Last Day to Withdraw from Classes
May 11-13	Final Exams
May 13	Commencement (6P)
May 14	End of Semester & Residence Hall checkout
May 17	Grades Posted

\* Students are required to accept charges on or before fee payment day. If charges are not accepted, the student will be dropped from all classes. (They may re-enroll before last day to add).

## 2020-21 Online Academic Calendar Spring Semester 2021 (DCCOnline)

### 15 Week Session

Jan 25	Classes Begin
Jan 27	Last Day to Add Classes
Jan 29	Last Day to Pay for Classes
Feb 3	Last Day to Drop Classes w/Refund
Feb 10	Last Day to Drop Classes w/o Refund
April 19	Last Day to Withdraw from Classes
May 8	Last Day of Classes

### 6 Week Session

Feb 8	Classes Begin
Feb 9	Last Day to Add Classes
Feb 10	Last Day to Pay for Classes
Feb 10	Last Day to Drop Classes w/Refund
Feb 15	Last Day to Drop Classes w/o Refund
March 12	Last Day to Withdraw from Classes
March 20	Last Day of Classes

### 10 Week Session

March 1	Classes Begin
March 2	Last Day to Add Classes
March 3	Last Day to Pay for Classes
March 5	Last Day to Drop Classes w/Refund
March 11	Last Day to Drop Classes w/o Refund
April 26	Last Day to Withdraw from Classes
May 8	Last Day of Classes

### 6 Week Session

March 29	Classes Begin
March 30	Last Day to Add Classes
March 31	Last Day to Pay for Classes
March 31	Last Day to Drop Classes w/ Refund
April 5	Last Day to Drop Classes w/o Refund
April 30	Last Day to Withdraw from Classes
May 8	Last Day of Classes

### 2020-21 Academic Calendar Summer Semester 2021

June 1	On-campus & DCC Moodle Classes Begin*
July 5	Holiday—Campus Closed
Aug 7	On-campus and DCC Moodle Classes Ends
Aug 16	Grades Posted

\*Please check summer bulletin as class start dates vary.

Summer session add/drop dates, refunds and withdrawal dates determined depending on each particular course start/end date.

### 2020-21 Online Academic Calendar Summer Session 2021 (DCCOnline)

#### 10 Week Session

June 1	Classes Begin
June 2	Last Day to Add Classes
June 3	Last Day to Pay for Classes
June 5	Last Day to Drop Classes w/Refund
June 11	Last Day to Drop Classes w/o Refund
July 26	Last Day to Withdraw from Classes
Aug 7	Last Day of Classes

#### 6 Week Session

June 14	Classes Begin
June 15	Last Day to Add Classes
June 16	Last Day to Pay for Classes
June 16	Last Day to Drop Classes w/Refund
June 21	Last Day to Drop Classes w/o Refund
July 16	Last Day to Withdraw from Classes
July 24	Last Day of Classes

\* Students are required to accept charges on or before fee payment day. If charges are not accepted, the student will be dropped from all classes. (They may re-enroll before last day to add).

## General Information 9

---

Mission 10 Campus Schedule 11

## The College 12

---

Location and History 13 Toepke Center 13  
 Campus Locator 13 Residence Halls 13  
     Main Building 13 Athletic Fields 13  
     Ullman Center 13

## Getting Started at DCC 14

---

Campus Wide Visits/Buccaneer Days 15 Entrance Requirements/Procedures 15 Admissions 15 The Registration Process 16 Tuition/Fees 17 Residency Requirements 17 Payment 18 Course Fees 18 Senior Citizen Gold Card 18 Deferred Payment Plan 19 Refunds 19	Financial Aid 21 Verification 22 Eligibility 22 Payment 23 Grants 23 Work Study Employment 23 Loans 23 Vocational-Rehabilitation 24
--	--

## Student Affairs 25

---

Buc's Brew Coffee Shop 26 Campus Store 26 Food Service 26 Campus Housing 26 Library 27 Student Organizations/Clubs 27 Associated Student Body (ASB) 27 Art Club 28 Criminal Justice/Law Enforcement 28 Dawson FFA/Ag Club 28 Dawson Intervarsity Christian Fellowship 28	Gardening Club 28 Music Club 28 Native American Club 28 Phi Theta Kappa 28 Recycling Club 28 Rodeo Club 28 Science Club 28 Skills USA Club 28
--	--

## Academic Affairs 29

---

Academic Support Services 30 Adult Basic Education 30 High School Equivalency 30 Academic Support Center 30 Co-curricular Activities 30	Intercollegiate Athletics 30 Performing Arts 30 Standards of Student Conduct 30 Title IX 32 FERPA 34
---	--

## Academic Policies

35

Institution Wide Learning Outcomes 36  
 Student Academic Integrity Guidelines 36  
 Instructor Academic Integrity Guidelines 37  
 Student Grievance Procedure 37  
 Credits 37  
 Auditing Courses 37  
 Classification of Students 37  
 Curricula 38  
 Online Courses 38  
 Accelerated Programs 38  
 Advanced Placement Exams 38  
 Challenging Courses 38  
 CLEP 38  
 Course Substitution 39  
 CTE Course Waiver 39  
 Experiential Learning 39  
 Workforce Development/Continuing Ed 39  
 Online Non-credit Courses 39  
 Video/Audio Recording 39

Cheating/Plagiarism 39  
 Class Attendance Policy 40  
 Changing Course Registration 40  
 Adding a Course 40  
 Dropping a Course 40  
 Withdrawing From a Course 40  
 Administrative Withdrawal 40  
 Fresh Start Policy 40  
 Grades/Grading Policy 40  
 Repeating Courses 41  
 Scholastic Honors 41  
 Standards for Veterans 42  
 Graduation 42  
 Catalog 42  
 Scholastic Probation/Suspension 42  
 Transfer of Credits 42  
 MT Board Regents Transfer Policy 42

## Academic Programs

44

General Education Common Core 45  
     Core I - Communications 45  
     Core II – Fine Arts and Humanities 45  
     Core III – Social Sciences/History 46  
     Core IV – Natural Sciences 47  
     Core V – Math and Computer Apps 47  
     Core VI – Multicultural/Global 48  
 Curriculum Transfer Plans 48  
     Associate of Arts (AA) 49  
     Associate of Science (AS) 49  
     AA Areas of Concentration 49  
     AA Plan of Study 49  
     AA Curriculum Plans/Gen Ed Req 49  
         Art 49  
         Chem Dependency Counseling 50  
         Communications 50  
         Education, Elementary 50  
         Education, Secondary 51  
         Education, Para-educator 51  
         English 51  
         History 51  
         Music 52  
         Physical Education 52  
         Political Science 52  
         Psychology 53  
         Sociology 53  
     AS Areas of Concentration 53  
     AS Plan of Study 53  
     AS Curriculum Plans/Gen Ed Req 53  
         Accounting 53  
         Agriculture 54  
         Allied Health/Nursing 54  
         Biology 54  
         Business Administration 55  
         Chemistry 55

Criminal Justice 55  
 Geology/Enviro Science 55  
 Mathematics 56  
 Occupational Safety Health 56  
 Pharmacy 56  
 Physics 56  
 Associate of Applied Science (AAS)  
     Animal Science Livestock Prod 59  
     Animal Science Equitation 60  
     Business Management 62  
     Corrosion Technology 64  
     Criminal Justice 67  
     CJLE-Peace Officer 73  
     CJLE-Private Security 73  
     Early Childhood Ed 68  
     Engineering Technology 69  
     Music Technology 73  
     ROEM 63  
     Welding Technology 72  
 Certificate of Applied Science  
     Corrections Officer 66  
     Corrosion Technology 65  
     Early Childhood Ed 68  
     Livestock Technology 59  
     Welding Technology 71  
 Certificate of Technical Studies  
     Corrosion Technology 64  
     ROEM 61  
     Welding Technology 71

Course Listing/Descriptions 73  
 Board of Trustees 112  
 Personnel 112  
 Administration 112  
 Faculty 113  
 Staff 114



# GENERAL INFORMATION



## Mission

Dawson Community College fosters a culture of excellence in education providing all students quality learning and opportunities for growth and partnerships in local and global communities.

## Vision

Dawson Community College strives to become the standard of excellence for institutions of higher education.

## Core Themes

- **Excellence through Academics:** This objective provides quality curriculum and instruction through multiple learning pathways adaptive to the needs of a changing student body.
- **Excellence through Student Engagement:** This objective provides a student-centered focus through student and academic support services, quality faculty and staff, residence life, clubs and organizations.
- **Excellence through Community:** This objective provides the greater community lifelong learning opportunities through open access to the College.
- **Excellence through Outreach:** This objective provides opportunities for workforce development, apprenticeships and internships, continuing education, personal enrichment and youth programming.
- **Excellence through Recruiting:** This objective provides opportunities to invite all learners to be a part of DCC, maintain sustained growth with not only more applicants, but also better-prepared students equipped with tools for success.
- **Excellence through Financial Practices:** This objective provides budget oversight and expansion for expanding opportunities in education for both transfer and career and technical education, and workforce development, as well as personal enrichment for our faculty, staff, students and community.
- **Excellence through Property and Learning Facilities:** This objective provides the management of all grounds and facilities to help provide the best learning environment possible.

## DCC Key Characteristics

- Low student to faculty ratio
- Seamless transferability of courses for all core classes
- Quality career and technical programs
- Career readiness educational programming
- Highly qualified and dedicated faculty and staff
- Student-focused modern library facilities
- Campus-wide WIFI along with independent computer labs
- Competitive athletic programs
- Active student government and student life programming
- Quality apartment-style housing
- Quality learning environment in a unique geographical region of the United States

## DCC Principles

- Dedication to the development of all students.
- Actively engage students to encourage a desire for lifelong learning and gainful employment or transfer.
- Provide comprehensive practical and applied educational opportunities to students and community.
- Commitment to seek and teach relevant and meaningful academic courses and programs.
- Inspire social responsibility and the commitment to community engagement and leadership.
- Commitment to personal integrity and responsibility.
- Respect for the expertise, contributions, perspectives and personal worth of all members of the college community.

## Philosophy

Dawson Community College is committed to quality, comprehensive programs. The College has an obligation to serve as an intellectual and cultural center for the community and its surrounding area. DCC is concerned with the development of the human potential and resources in the area; therefore, the institution strives to create sensitive and responsible citizens. This institution stresses social values and intellectual traditions.

Dawson Community College believes in equality of opportunity for all students. Consequently, opportunities for admission, employment and financial assistance are freely offered to students without regard to age, race, color, religion, gender, physical ability or national origin.

## Assessment

Dawson Community College believes that the college can influence how well and how much students learn. As an institution of higher learning, the mission of assessment at DCC, "is dedicated to the development of innovative individuals."

Academic assessment provides systematic, routine processes that allow the faculty and students to determine the degree that students are achieving the stated student learning outcomes. The following questions guide the assessment process.

- Are our students learning?
- How are students learning?
- How much are students learning?
- To what extent are students learning?

## Campus Schedule

Dawson Community College's academic year consists of fall, spring, and summer semesters, as well as a winter session. Each semester offers a variety of sessions, approximately 15, 10 and 6 weeks in length. The summer semester is condensed and provides a variety of classes with flexible schedules.

## Information Listed and Curriculum Offerings

The College reserves the right to make changes in the program requirements as well as procedures described in this catalog. Furthermore, all courses listed in this publication are not necessarily offered each semester, the college reserves the right to determine which courses will be offered each academic year.

# THE COLLEGE





## Location and History

Dawson Community College is located in Glendive, Montana. Within a mile of Glendive, and at the back door of DCC, one can experience Makoshika, Montana's largest state park, a popular scenic and geological attraction for thousands of tourists each year. Fossils in the area are as plentiful as wild roses and prickly pear cactus.

The city has a fine park system and public swimming pool, one of the best football and track stadiums in the state, an excellent city library, and a local history museum. One can also enjoy hunting, fishing, golfing, hiking, tennis, mountain biking, skateboarding, and cross-country skiing. The Yellowstone River, the nation's longest untamed river, flows through the middle of Glendive, and is a source of agate hunting, fishing, and a variety of other recreational activities. Glendive Medical Center is staffed with outstanding health care professionals. Glendive has churches of numerous denominations, and an airport, which offers daily connections to transportation hubs. The entire area welcomes community college students.

The climate is moderate with very low humidity. Glendive averages over 220 days of sunshine, 14 inches of rain, and 24 inches of snow per year.

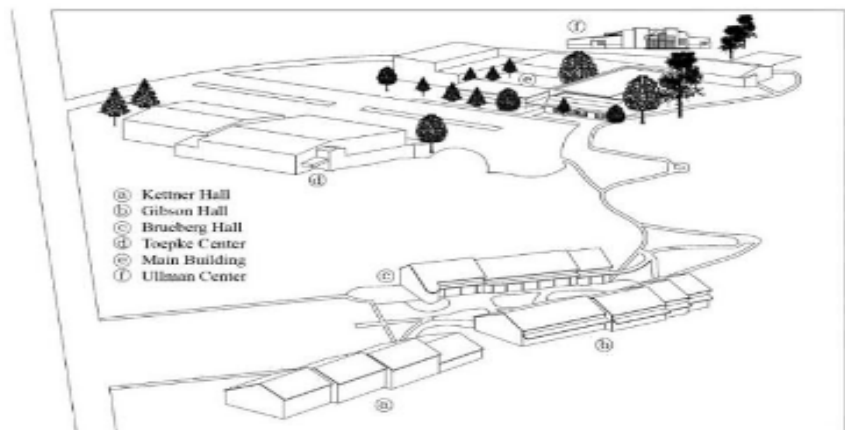
Dawson Community College was established in 1940 as a public junior college. During the next several decades, the junior college underwent several changes, including a separation from the Dawson County High School, a move to the present location, a name change, and an expansion of its mission to become a full service community college.

Dawson Community College offers a wide range of transfer and career-technical programs, including one-semester certificates, one-year certificates, and two-year associate and associate of applied science degrees to meet the educational needs of eastern Montana. The college also offers workshops, short courses, adult education opportunities, and workforce development. Courses are available on campus and online.

## Campus Locator

### Main Building

The Main Building currently houses the administration, faculty and staff offices, classrooms, laboratories, library, Academic Support Center, computer classrooms, Student Center that includes food service, Buc's Brew and the Campus Store, and community room.



### Ullman Center

The Ullman Center is located west of the Main Building and houses additional faculty offices, classrooms, agricultural lab, art room, lecture hall, and welding and corrosion labs. The outdoor corrosion field site and Frisbee golf course is located to the south.

### Toepke Center

The Toepke Center is located east of the Main Building and is home to DCC's performing arts and intercollegiate sports. It has 54,420 square feet of space and includes a 2000 seat gymnasium, weight room, cardio room, walking track, 300 seat auditorium, recording studio, keyboard lab, band room, choir room, stage craft workshop, numerous practice rooms, Full-Stack Web Development classroom, and athletic offices.

### Residence Halls

Located on campus are three apartment-style student residence halls, Gibson, Brueberg and Kettner, which can house a total of 140 students. A commons area, adjoining the on-campus living complex, provides a great place for students to gather and socialize.

### Athletic Fields

Located past the residence halls are the baseball and softball fields. Kolberg Field is home to our Men's Baseball Team and Baker Memorial Field is home to our Women's Softball Team.

# GETTING STARTED AT DCC



## Campus Visits and Buccaneer Days

Campus tours are available through the Department of Enrollment Management. DCC Buccaneer Days give prospective students and their families a chance to meet with faculty, staff and students, explore academic facilities and programs, and tour the campus.

Please contact the main office at (406) 377-9400, or visit our website at [www.dawson.edu/visit](http://www.dawson.edu/visit) to register online. Walk in visits are also welcome.

## Entrance Requirements and Procedures

### Admissions

Dawson Community College maintains an “open admissions” policy for those who are 16 years or older. The college encourages students to seek admission if its programs and services will meet their educational needs. The admissions process is based on self-selection, and students may enroll at any time throughout the year. Any person with a disability, who is concerned about accessibility and/or accommodation issues, should contact the office of the Vice President of Academic and Students Affairs. For more information about admissions, please contact the Office of Admissions at (406) 377-9400 or [admissions@dawson.edu](mailto:admissions@dawson.edu).

### Degree Seeking Student Admission Requirements

#### First Time Student Admission

First time students are students who have never attended another college or university that plan to earn a degree or certificate at DCC.

For degree seeking first time students, a complete admission file includes the following:

- A completed DCC Admissions Application;
- An application fee of \$30 (non-refundable, one-time);
- An official and complete high school transcript from an accredited high school, or home school, with graduation date posted, or an official state issued equivalency transcript (GED, HiSET, TASC). Homeschooled graduates must also provide documentation stating compliance with the state law in which their home school was located (i.e., letter from the County Superintendent of Schools, State Superintendents of Public Instruction, etc., on their letterhead) or a state issued diploma;
- Official transcripts for any college credit earned during high school as a dual enrollment student, if applicable;

- ACT/SAT for recent high school graduates (ACT preferred);
- ACCUPLACER Test scores;
- Proof of two MMR immunizations (if born after December 31, 1956; proof of age if born before January 1, 1957).

#### Transfer Student Admission

Transfer students are students who have attended another college or university and plan to earn a degree or certificate at DCC.

For degree seeking transfer students, a complete admission file includes:

- A completed DCC Admissions Application; if transferring from a Montana College/University there is the option of completing the MUS Request for Transmittal, and submit it with an \$8 fee to the registrar office at the school they have previously attended;
- An application fee of \$30 (non-refundable, one-time);
- An official and complete high school transcript from an accredited high school, or home school, with graduation date posted, or an official state issued equivalency transcript (GED, HiSET, TASC). Homeschooled graduates must also provide documentation stating compliance with the state law in which their home school was located (i.e., letter from the County Superintendent of Schools, State Superintendent of Public Instruction, etc., on their letterhead) or a state issued diploma;
- Official transcripts from ALL previously attended colleges;
- ACT/SAT for recent high school graduates (ACT preferred) and/or ACCUPLACER test scores;
- Proof of two MMR immunizations (if born after December 31, 1956; proof of age if born before January 1, 1957).

#### International Student Admission

International students are students who live outside of the United States and are not US citizens. These students may be first time students or transfer students that plan to earn a degree or certificate at DCC.

For International Students, a complete admission file includes:

- A completed DCC Admissions Application;
- An application fee of \$30 (non-refundable, one-time);
- An international paperwork processing fee of \$70 (non-refundable, one-time);
- A complete high school transcript sent from the accredited high school after the student has

- graduated; must be accompanied by an official translation if not in English;
- Official transcripts from each previously attended college, if applicable, must be sent directly to the Dawson Community College Office of Admissions; must be accompanied by an official translation if not in English;
- Applicants whose native language is not English are required to submit official results on the Test of English as a foreign Language (TOEFL) or International English Language Testing System (IELTS) exam. The minimum score accepted is 500 on the paper test; 173 on the computerized test; and 61 on the internet-based test. The minimum score accepted for IELTS is an average of 5.5;
- Physician-validated record of two MMR vaccinations, diphtheria, tetanus, and skin testing for tuberculosis (if born after December 31, 1956; proof of age if born before January 1, 1957); must be accompanied by an official translation if not in English.
- A completed 'DCC Source of Support Form' with accompanying financial documentation, which certifies that funding is available to cover all estimated expenses for one calendar year. This documentation should consist of an original bank or employer's letter on official letterhead. Photocopies of financial documentation are not acceptable;
- A completed Student Housing application;
- A non-refundable \$150 housing application fee.

**Note:** Dawson Community College reserves the right to request students' proof of English proficiency even if they are from an English-speaking country.

### Non-Degree Seeking Student Admission

For students taking fewer than 12 credits, who are not seeking a degree from Dawson Community College, a complete admission file includes:

- A completed DCC Admissions Application or Application for Admission form for non-degree students;
- An application fee of \$30 (non-refundable, one-time);
- Proof of two MMR immunizations (if born after December 31, 1956; proof of age if born before January 1, 1957), if taking six or more credits on-campus.

### Dual Enrollment Admission

Dual enrollment classes offer students an opportunity to earn high school and college credit at the same time. Classes may take place on the DCC campus (Early Start) or at the local high school (Concurrent Credit). High school juniors, seniors, and other students over the age of 16 should talk to their high school counselor to confirm their

eligibility.

For Dual Enrollment (Concurrent Credit and Early Start), a complete admission file includes:

- A fully completed Dual Enrollment Application;
- Proof of two MMR immunizations (if born after December 31, 1956; proof of age if born before January 1, 1957), if taking six or more credits on-campus as an Early Start student;
- Approval from High School Principal/Counselor if enrolling in a day course.

For more information and for the Dual Enrollment Application go to <https://www.dawson.edu/future-students/dual-enrollment.html>

### Evidence of Immunization

Students who were born after December 31, 1956 and who plan to register for six (6) or more credits on campus, as required by Montana state law, must show proof of immunization against measles and rubella on or after their first birthday and after December 31, 1967. Immunizations that were administered after June 11, 1993 must be measles/mumps/rubella (MMR). A physician, health agency, or school official must sign the record. The date (day/month/year) of the immunizations must be included. International Students must also show a physician validated immunization record for diphtheria, tetanus, and skin testing for tuberculosis; must be accompanied by an official translation if not in English. To learn of exceptions, contact Admissions at (406) 337-9400 or [admissions@dawson.edu](mailto:admissions@dawson.edu).

### The Registration Process

Registration is the official process of enrolling in classes and consists of meeting with an advisor, registering for classes, accepting charges, and paying tuition and fees. The published academic calendar has information regarding registration dates. Anyone who has been admitted is eligible to enroll. However, a student may have a hold on their account that prevents them from registering. Students must be in good standing (academic, financial and/or other) to register for classes. Students with outstanding tuition and fees, school fines, or other holds on their account cannot register until such holds have been resolved.

Students may not enroll in more than 21 credit hours in a semester without approval from the office of Academic and Student Affairs.

### Advance Registration

DCC provides students who will begin attending in the fall semester an opportunity to take placement tests and arrange a class schedule for the fall. Students who attend advance registration must also attend Orientation.



## Orientation

DCC provides a formal orientation to acquaint new and transfer students with the policies and organization of the college. Orientation days are scheduled prior to the beginning of each semester for this process. Placement tests, campus information sessions, library orientation, group advising, and class registration are some of the activities that take place during orientation. To learn more contact [info@dawson.edu](mailto:info@dawson.edu) or call (406) 377-9400.

## Placement Testing

Degree-seeking students, as well as any student planning to enroll in math, writing, or classes with placement prerequisites will be assessed for placement into this class upon matriculating at DCC. These students shall work with their advisor to review course prerequisites to confirm placement.

Advisors use a variety of placement tools to determine accurate course placements in order to maximize students' opportunities for success. Test scores and high school information guide placement for specific courses, as well as evaluate preparation for courses with significant reading demands.

ACCUPLACER assessment results are one tool used by academic advisors to support students' success by placing them in courses that are consistent with their skills level. Advanced placement recommendations may also be made if the student is ready to enter higher-level coursework. New students may take the ACCUPLACER assessment to demonstrate proficiency for placement in Mathematics and English courses. Testing may be performed during Advance Registration, Orientation, or throughout the semester at Dawson Community College.

## Advising

Academic advising at DCC is a collaborative process that supports student success. Students and advisors work together to set goals based on academic and/or career interests and develop a plan of action to achieve those goals. Advisors communicate with current and prospective students regarding degree, certificate, and transfer requirements as well as college policies and procedures in order to support students in making informed decisions. Using evidence-based best practices, DCC advisors empower students to make the most of their college experience. In turn, students are expected to actively participate in their academic planning and advising.

Students are assigned an on-campus or online advisor specific to their program of study. Outreach is done prior to the semester starting and during Advance Registration and/or Orientation to arrange the student's class schedule and enroll in courses. Thereafter, the student and advisor work throughout the semester to plan the student's course

of study for program completion and/or to meet the requirements of a transfer institution. In addition to this, advisors provide information about academic regulations, career pathways and college student support services. All students are strongly encouraged to meet with an academic advisor regularly.

Students who are planning to transfer to another institution work closely with their advisor to review transfer requirements as well as dates and deadlines. Advisors can assist students in applying for admission, scholarships, and provide additional transfer support. For more information, please contact [advising@dawson.edu](mailto:advising@dawson.edu) or call (406) 377-9400.

## Changes in Registration

Students can make changes to their class schedules after they have registered for classes. They should meet with their academic adviser to discuss the changes as they pertain to graduation requirements and potential transfer issues. Changes to class schedules may be completed within the time frames published in the academic calendar. Please refer to the Academic Affairs section for information regarding the College's Drop/Add Policy. To learn more about changes in registration, please contact Registrar at [registrar@dawson.edu](mailto:registrar@dawson.edu) or call (406) 377-9404.

## Tuition and Fees

### Residency Requirements

- In-District students are those:**  
 Who pay or whose parents pay taxes on real property located within the Dawson Community College District and who have resided in the district for one continuous year or more or whose parents have had permanent residence for one full year or more in the Dawson Community College District.
- Out-of-District students are those:**  
 Residents of Montana who do not qualify as "In-District" residents; those whose parents are not real property taxpayers in the Dawson Community College District.
- Growing Eastern Montana (GEM) students are those:**  
 Residents of North Dakota, South Dakota, and Wyoming are equivalent to the out-of-district rate.
- Out-of-State students are those:**  
 Who are neither residents of the state nor whose parents are not Montana real-property taxpayers.

- **Western Undergraduate Exchange:**

Dawson Community College participates in the Western Undergraduate Exchange (WUE), a program of the Western Interstate Commission for Higher Education and other Western states. Through WUE, students from Alaska, Arizona, California, Colorado, Commonwealth of the Northern Mariana Islands, Hawaii, Idaho, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming may enroll at Dawson Community College in any program, paying resident tuition plus 50 percent of that amount (plus other fees that are paid by all students).

Because Dawson Community College participates in this program, residents of Montana may apply for admission at institutions in participating states. Each state and institution reserves the right to set its own limitations within the WUE program. Information about WUE may be obtained from the Admissions Office.

- **Canadian Cultural Exchange Scholarship:**

DCC offers a special tuition rate for residents of the Canadian provinces Alberta, British Columbia, Manitoba, and Saskatchewan, each year for two consecutive years.

Student selection is made on a first-come, first-serve basis for those who apply to and are accepted by the college for full-time enrollment. The student must also meet all other foreign student admission requirements of DCC.

These students would be eligible for continuation of this rate for up to four consecutive terms. They must remain full-time students (12 or more credits) and maintain a minimal 2.00 grade point average (GPA) per term. All fees are the responsibility of the student.

DCCOnline courses offered through our CCCOnline partners are assessed at a different rate that is not dependent on student residency. The fee structure is evaluated on a yearly basis and can be found at <https://www.dawson.edu/future-students/online-learning.html>

## **Payment of Tuition and Fees**

All tuition and fees must be paid or adjusted at the time of registration. Registration is not completed until this is done. Payments should be directed to the Business Office and may be made in the form of cash, check, money order or bank credit card (MasterCard, Visa, American Express or Discover). Please contact the Business Office for information regarding third-party billing and deferments.

A nonrefundable late fee of \$40.00 is paid by all students who are taking more than six credits and who do not

pay tuition and fees during the period designated for registration, unless their late registration was the fault of Dawson Community College. The late registration fee applies to students enrolled for six credit hours or less after the second week of classes.

If a bank declines payment on a personal check and returns it to Dawson Community College, the late registration fee and non-sufficient fund fee will be charged to the student who has offered the check for the payment of fees.

A deferred payment plan is available by making arrangements with Accounts Receivable in the Main Office.

Payment must be made even though the student withdraws from school. Any refund that is owed to the student because of withdrawal (either voluntary or involuntary) will be applied toward the payment of the deferred fee obligation. Should the refund be larger than the amount that is outstanding, the excess will be returned to the student. Any unpaid balance of the deferred obligation must be paid before the student may re-enroll, graduate, or receive transcripts.

Students who do not pay in accordance with the terms of the deferred payment contract may have their enrollment canceled. Students may be denied the right to initiate another deferred payment. Deferred payment contracts must be signed at the Business Office. This plan is subject to change.

Tuition and fees can be found at: <https://www.dawson.edu/cost-affordability/tuition-and-fees.html>

\*Tuition and Fees are approved by the Montana Board of Regents every May and updated on the website following that meeting.

## **Course Fees**

Some courses may require additional fees. Students registering for courses can find course fees listed in the *Detailed Class Information* of the class schedule. A list of fees is available in the Vice President's office.

## **Senior Citizen Gold Card**

The Senior Citizen Gold Card provides opportunities for senior citizens to participate in College classes, activities, and events. Citizens who are at least 60 years of age and reside in the Dawson Community College service area are eligible for the following:

- tuition waivers for college courses (fees apply and minimum class enrollment and space availability must be met before the College will honor Gold Card registrations);
- free admittance to regular athletic functions;
- Cancellation policies still apply.

## **Gold Card registrations exclude:**

- Non-credit workshops;
- Enterprise and/or self-supporting activities/events;
- DCCOnline courses;

- Mandatory fees, course/materials fees, and lab fees. Senior citizens who would like a Gold Card are encouraged to contact the President's Office at (406) 377-9401 for an application. Once eligibility has been verified, a lifetime Gold Card will be issued.

## Deferred Payment Plan

The following deferred payment plan for tuition and fees is available\*:

- Prior approval must be made before the day of registration;
- A non-refundable administrative charge of \$25.00 per semester will be charged;
- One third of total amount due must be paid at the time of registration;
- Another third of total amount due must be paid within 30 days;
- Final third of total amount due must be paid within 60 days.

Payment must be made even though the student withdraws from school. Any refund that is owed to the student because of withdrawal (either voluntary or involuntary) will be applied toward the payment of the deferred fee obligation. Should the refund be larger than the amount that is outstanding, the excess will be returned to the student. Any unpaid balance of the deferred obligation must be paid before the student may re-enroll, graduate, or receive transcripts.

Students who do not pay in accordance with the terms of the deferred payment contract may have their enrollment canceled. Students may be denied the right to initiate another deferred payment. Deferred payment contracts must be signed at the Business Office. \* This plan is subject to change.

## Refunds – Institutional Policy and Procedure

For students withdrawing from all classes, the official withdrawal process must be completed. The withdrawal form may be obtained in the Registrar's Office. Tuition and fees will be adjusted according to the following schedule:

### Refunds for Courses

#### Fifteen (15) Week Fall and Spring Semesters

Through the eighth (8<sup>th</sup>) day of classes – 100% refund.

After the eighth (8<sup>th</sup>) day of classes – No refund.

#### Ten (10) Week Fall and Spring Sessions

Through the fifth (5<sup>th</sup>) day of classes – 100% refund.

After the fifth (5<sup>th</sup>) day of classes – No refund.

#### Six (6) Week Fall and Spring Sessions

Through the third (3<sup>rd</sup>) day of classes – 100% refund.

After the third (3<sup>rd</sup>) day of classes – No refund.

### Sessions Less Than Six (6) Weeks in Length

Through ten (10) percent of class days that have occurred – 100% refund.

After ten (10) percent of class days have occurred – No refund.

### Summer Term

First (1<sup>st</sup>) through third (3<sup>rd</sup>) day of classes – 100% refund.

After the third (3<sup>rd</sup>) day of classes – No refund.

### Refund of Residence Halls and Dining Services:

No refunds are made to students unless the official withdrawal process has been completed. The housing application fee is non-refundable.

### Fifteen (15) Week Fall and Spring Semesters

Through the eighth (8<sup>th</sup>) day of class – Full refund less funds used on meal card.

After the eighth (8<sup>th</sup>) day of classes – No refund.

### Summer Term

First (1<sup>st</sup>) through third (3<sup>rd</sup>) day of classes – 100% refund.

After third (3<sup>rd</sup>) day of classes – No refund.

For purposes of this policy and procedure, class days mean from the first (1<sup>st</sup>) day classes start for that session, excluding weekends. A percentage of a class will be rounded up (i.e. 1.67 days will be two (2) days).

Credit balances are processed throughout the semester. If a student has a credit balance as a result of the financial aid credit to the account, the policy of the college is to refund the credit to the student according to federal regulations. Credit balances caused by financial aid are refunded only after a careful review of the student's account and eligibility for aid. If a credit balance is due the student, the refund is made to the student within 14 days after the financial aid is posted, as mandated by federal law. A refund will be issued only if the student's balance is paid in full. The refund will normally be issued in the form of a check made payable to the student and mailed to the student's preferred address.

### Return of Military Tuition Assistance

Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend college for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded. To comply with the Department of Defense policy, DCC will return any unearned TA funds on a prorated basis through at least sixty (60) percent portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending.

## Refund Policy for Continuing Education, Non-credit Courses, and Workshops

A hundred (100) percent refund will be made whenever students cancel their registration at least two (2) business days prior to the first class meeting or if the class is canceled by the College.

## Withdrawal and Return to Title IV Funds (R2T4) Policy

How a Withdrawal Affects Financial Aid Pell Grant: The Title IV (TIV) (federal) financial aid funds are awarded under the assumption that students will remain in classroom attendance for the entire period (semester) for which the funds were awarded.

When students withdraw from all courses, regardless of the reason, they may no longer be eligible for the full amount of TIV funds originally awarded. The return of funds to the federal government is based on the premise that students earn financial aid in proportion to the length of time during which they remain enrolled. A prorated schedule determines the amount of federal student aid funds they will have earned at the time of full withdrawal. For example, students who withdraw in the 2nd week of the semester have earned less of their financial aid than students who withdraw in the 5<sup>th</sup> week. Once the 60% point in the semester is reached, students are considered to have earned all of the financial aid originally awarded and will not be required to return any funds.

Federal regulations require a recalculation of financial aid eligibility if students:

- Completely withdraw;
- Stop attending before the semester's end; or
- Do not complete all modules (mini-sessions) in which they are enrolled as of the start date of the mini-session.

DCC students who receive federal financial aid and who do not remain in attendance through the end of the semester could be responsible for repaying a portion of the financial aid originally received.

Students who do not begin attendance in classes are not eligible for federal financial aid and must repay all aid originally received.

**Note:** DCC's institutional tuition refund policy is separate from federal regulations to return unearned aid. Receiving a tuition/fee refund from DCC will have no impact on the amount students must repay to the federal aid programs.

**How Earned Financial Aid is Calculated:** Financial aid recipients "earn" the aid they originally received by remaining in classes. The amount of federal assistance earned is based on a pro-rated system. Students who withdraw or do not complete all classes in which they were enrolled may be required to return some of the aid originally awarded. DCC is required to determine the

percentage of TIV aid "earned" by students and return the "unearned" portion to the appropriate federal aid programs. DCC is required to perform this calculation within 30 days of the date the school determines that a student has completely withdrawn. The school must return the funds within 45 days of the calculation. The R2T4 calculation is completed by the Financial Aid Office.

The following explains the formula used to determine the percentage of unearned aid to be returned to the federal government:

- The percent earned is equal to the number of calendar days completed up to the withdrawal date divided by the total number of calendar days in the payment period.
- The payment period for most students is the full, 15, 10 or 6-week fall and spring semesters or the full, 8 or 6-week summer semester. However, for students enrolled in modules (mini-sessions), the payment period may only include those days for the module in which students are enrolled.
- The percent unearned is equal to 100 percent less the percent earned.
- Breaks of 5 days or longer are not included in the count of total days in the payment period.

Institutional scholarship funds are not subject to the R2T4 policy.

**For Students Enrolled in Modules:** Students are considered withdrawn if they do not complete all of the days in the payment period that they were scheduled to complete. DCC tracks enrollment in each module that doesn't span the entire 8 or 6-week summer or 15, 10 or 6-week fall or spring semesters, and combines them to form a semester. If a student withdraws from a course in a later module while still attending a current module, they are not considered as withdrawn based on not attending the later module. However, a recalculation of aid based on the change in enrollment status may be required.

### R2T4 Process

- The Financial Aid Office is notified of the withdrawal. The withdrawal date is determined by the Financial Aid Office. The withdrawal date could be the date of withdrawal or students' last date of attendance.
- The Financial Aid Office determines the amount of TIV aid originally awarded and whether it is "disbursed" or "could have been disbursed."
- The Business Office provides the students' original tuition and fee and bookstore charges.
- An R2T4 worksheet is completed using the above data.
- The Financial Aid Office will post the recalculated amount of aid for which students are eligible (as per the results of the R2T4 worksheet) to their student account.



- DCC will return funds to the federal programs on students' behalf and will bill students.
- In the instances in which students owe a federal grant repayment in addition to what DCC has returned to the federal programs, they are notified in writing and the amount is reported by the Financial Aid Office as an overpayment.
- Students are responsible for all DCC charges and federal overpayments resulting from an R2T4 calculation.

**Post-Withdrawal Disbursement of Loan Proceeds:** When the R2T4 calculation results in students' being eligibility to receive either Federal Direct Stafford Subsidized or Unsubsidized Loan proceeds, they will be contacted via e-mail and U.S. Mail by the Financial Aid Office. Written authorization from students will be requested and is required before loan proceeds can be processed and awarded to them.

**Post-Withdrawal Disbursement of Federal Pell Grant Proceeds:** When the R2T4 calculation results in students' being eligible to receive Federal Pell Grant proceeds, the eligible funds will be applied to the students account to pay for current allowable charges.

**Determination of Withdrawal Date:** The withdrawal date used in the R2T4 calculation is the actual last date of attendance as provided by the instructors or the date the withdrawal process was started.

**Withdrawing Prior to the 60% Point of a Payment Period:** Unless and until students complete 60% of the term in which financial aid was awarded, they will be required to return all or part of the financial aid originally awarded for the term.

**When Students Fail to Begin Attendance:** If financial aid is processed for students who never begin attendance in any class for which they registered in a term, all aid will be canceled. The instructor reports a grade of AW after the census date of the payment period. Financial aid originally awarded is canceled for students who failed to begin attendance in all classes in which they were originally enrolled and is adjusted for those who fail to begin attendance in a portion of the classes in which they were originally enrolled.

**When Students Fail All Classes:** If financial aid recipients who have not officially withdrawn fail to receive a passing grade in at least one class during the term, the Financial Aid Office will determine whether they actually established eligibility for the aid originally awarded. It is assumed that students completed 50% of the semester unless they provide documentation to the Financial Aid Office from their instructor indicating a later last date of attendance. If students did not begin attendance, or stopped attending during the payment period, the financial aid originally awarded will be canceled or adjusted.

**Order of Return to Federal Aid Programs:** In accordance with federal regulations, unearned aid will be returned to the federal programs in the following order:

- Federal Direct Loans: Unsubsidized, then Subsidized;
- Federal Direct Parent Loans;
- Federal Pell Grant;
- Federal Supplemental Educational Opportunity Grant;
- Federal Iraq and Afghanistan Service Grant

**Information Regarding Loan Repayment:** The R2T4 calculation may result in students and parents being responsible for directly returning additional loan amounts to the U.S. Department of Education. The loan grace period begins on the withdrawal date from the school, or when students cease to be enrolled on at least a half-time basis. If students do not re-enroll as a half-time student within 6 months of withdrawal or less than half-time enrollment, the loans enter repayment. Students should contact the loan servicer or the U.S. Department of Education to make repayment arrangements. The promissory note signed by the borrower outlines repayment obligations. Students should contact the servicer or the U.S. Department of Education with any questions. Consequences of Non-Repayment: Students who owe the U.S. Department of Education for an overpayment of TIV funds are not eligible for any additional federal financial aid until the overpayment is paid in full or payment arrangements are made with the U.S. Department of Education. Students who owe DCC because of an R2T4 calculation will be placed on a financial hold. They will not be allowed to register for subsequent semesters or receive academic transcripts until the balance is paid.

**How a Withdrawal Affects Future Financial Aid Eligibility:** Refer to the Financial Aid Office Satisfactory Academic Progress Policy to determine how a withdrawal impacts aid eligibility.

**Note:** This policy is subject to revision without notice based on changes to federal laws and regulations or DCC policies. If changes are made, students are held to the most current policy. This statement is intended to provide an overview of policies and procedures related to a complicated and very encompassing regulation. Additional information is available in the Financial Aid Office.

## Financial Aid

Financial aid is available to eligible students who, without such help, would be unable to attend Dawson Community College. The primary responsibility for financing a college education rests with the student and his/her family. Dawson Community College financial aid is viewed only as a supplement to student/family support.

All aid applicants must complete and submit the Free Application for Federal Student Aid (FAFSA) form which

may be completed on-line at [www.fafsa.gov](http://www.fafsa.gov) (a paper copy is available from the U.S. Department of Education by calling 1-800-433-3243).

## Application Procedure

To apply for financial aid, students must complete:

- FAFSA for each year enrolled;
- DCC Financial Aid Data Sheet ;
- Complete Verification (if requested)

The FAFSA is available Oct. 1. Apply early, online at [fafsa.ed.gov](http://fafsa.ed.gov). For those without easy access to computers, paper FAFSA applications may be downloaded from the website. Once you have completed and submitted your FAFSA, allow two to four business days for the college to receive your application. When applying for financial aid, a student should use tax information from the prior/prior tax year and list the school code of 002529 for Dawson Community College. Students attending DCC for the first time must apply for admission as degree seeking to be considered for financial aid. Students who apply early, usually before December 1 for fall enrollment, and who complete all other documentation requirements, are given priority for limited funds. Those who complete requirements later are considered only for Federal Direct Loan programs, Federal Pell Grants, and Federal Iraq and Afghanistan Services Grants. For more information, contact the DCC Office of Financial Aid.

## Financial Aid Eligibility Requirements

To receive Title IV financial aid each recipient must meet the following eligibility requirements:

- Be enrolled/accepted for enrollment in a degree or certificate program;
- Not be enrolled in elementary or secondary school;
- Have a high school diploma or recognized equivalent;
- Be a citizen of the United States or be an eligible non-citizen;
- Maintain satisfactory academic progress;
- Not be in default on a Title IV loan;
- Not owe a repayment of any Title IV grant;
- Be registered with the Selective Service Administration, if required;
- Not have borrowed in excess of loan limits;
- Have need, as defined by individual program requirements (except for Direct Unsubsidized and PLUS Loans);
- Meet any other program-specific criteria.

## Verification

Some students will be selected for the "Verification Process" which requires the Financial Aid Office to evaluate the accuracy of a student's financial aid application. These students may be required to submit IRS Tax Return Transcripts and other documents to verify the information

on their application. If a student is selected, the student will be advised by our third-party partner Inceptia concerning the documentation that is required. Failure to provide requested documentation will stop further processing of the financial aid application.

## Determination of Eligibility

Most student aid is awarded based on need. "Need" is defined as the difference between cost of education, (tuition, fees, room, board, books, supplies, transportation and personal expenses), and the Expected Family Contribution, which is the amount the student and his/her family contribute as determined by the FAFSA.

If educational cost exceeds the family's ability to contribute, need will exist, and every effort will be made to provide adequate financial aid. To offer maximum assistance, awards often are made in the form of a financial aid "package" combining two or more different types of aid (grants, scholarships, employment, and/or loans).

Applications are processed in the order in which they are received. The Financial Aid Office reserves the right to make the final determination regarding the type(s) and amount of aid awarded, based upon an evaluation of the applicant's eligibility for a particular type of aid and upon the availability of funds under the various aid programs.

## Financial Aid Enrollment Status/Aid Eligibility

Financial Aid eligibility and awards are based on the student's financial aid enrollment status on the census date for the term. The financial aid enrollment status includes only aid-eligible credits. Please note the following:

- Only coursework which is either required as a regular part of the program of study or fulfills an elective in the program of study is aid-eligible and can be included in the financial aid enrollment status;
- Only a prerequisite course that is ALSO a required course for the program of study is aid-eligible;
- Up to 30 attempted credits of required developmental coursework is aid-eligible and can be included in the enrollment status;
- A passed course can be repeated one time and still be included in the financial aid enrollment status. Subsequent repeats of a course that has been passed cannot be included for aid purposes;
- Dropped courses and courses that the student never attended (NA grades) are not aid eligible and cannot be included in the financial aid enrollment status.

## Financial Aid Portal

When the College receives your application, you can monitor your application status and download

required forms online in the student secure portal at DCC MyInfo. The Financial Aid office will communicate your eligibility and awards via the portal, email, and/or U.S. mail. It is the student's responsibility to monitor the portal regularly for updates, even after being awarded, and after grades have been assessed each semester.

### Payment to Student

All financial aid is awarded and will be applied toward the student's direct college costs of attendance (i.e., tuition, fees, and residence hall room and board charges). Aid is disbursed prior to the seventh (7th) classroom day of each semester to students who have:

- Accepted their aid;
- Submitted all required documents and documents have been processed;
- Have finalized their schedule bill via their "My Info" student account;
- Accept student charges in MyInfo;
- Accept terms and conditions in MyInfo Financial Aid.

If there is a balance due on these direct charges after scholarships, grants, and loan assistance have been applied, the student will be responsible to pay the amount due to the College or set up the necessary deferred payment plan, should the student be eligible. All federal/state financial assistance and most scholarships will be disbursed in equal installments for each semester. Work-study students are paid monthly, based on the timesheet submitted by the student and the work supervisor. Loans may be canceled under certain conditions if the student no longer desires the debt.

### Grants

**The Federal Pell Grant** program is designed to provide undergraduate students with a foundation of financial aid. The financial need of the student is determined by a formula that has been developed by the U.S. Congress and is applied consistently to all applicants using the information reported on the FAFSA. The award is to be used for education expenses, which include tuition, fees, room and board, books and supplies. The amount of Pell Grant a student receives depends on his/her enrollment status.

**Federal Supplemental Education Opportunity Grant (FSEOG)** is available on a limited basis to undergraduate students with exceptional need for assistance (Pell Grant recipients must be given priority).

**Federal Iraq and Afghanistan Service Grant.** Students who are not eligible for a Pell Grant but whose parent or guardian was a member of the U.S. Armed Forces and died as a result of service performed in Iraq or Afghanistan after

September 11, 2001 may be able to receive this grant. Students must be under 24 years of age OR enrolled in college at least part-time at the time of the parent's or guardian's death.

### Work Study Employment

Federal and State Work Study are financial aid programs that are funded by federal and state governments and awarded based on student financial need. These programs are awarded as a part of the total aid package to students who will be enrolled at least half-time for federal and full-time for state. Eligible students may work up to 10 hours per week in an on-campus or off-campus job. Off-campus, work-study jobs are limited to community service employment.

### Loans

**Federal Direct Subsidized Loan** is a low interest loan made by the United States Department of Education to students attending college at least half-time. Federal Direct Loan applicants must show financial need in order to qualify and this requires completion of a financial aid application. A maximum of \$3,500 for freshman and \$4,500 for sophomore year may be borrowed and must be repaid within 10 years of leaving school.

**Unsubsidized Federal Direct Loan** is a low interest loan that is made by the United States Department of Education to students attending school at least half-time. Students who may not be eligible for any or all of the Federal Direct Loan may apply for assistance through the Unsubsidized Federal Direct Loan. Interest will not be deferred while the student is attending college; therefore, the student must pay that interest while in college. Students must apply for financial aid and meet all other general financial aid eligibility criteria. A maximum of \$2,000 for dependent and \$6,000 for independent students.

**Federal Direct Parent PLUS Loan** is a fixed interest, unsubsidized loan made to parents of dependent students. Parents may borrow the cost of college attendance minus other financial aid. Federal Direct PLUS borrowers generally must begin repaying both principal and interest within 60 days after the loan is fully disbursed or delayed at borrower's option. Interested parents should contact the Financial Aid Office. PLUS is based on credit, so not all parents will be eligible. For students whose parents were denied the PLUS additional unsubsidized loan money loan, money is available. The maximum additional is \$4000 for the year.

All student borrowers of Perkins or Direct loans are required, by law, to participate in entrance counseling prior to receiving their first disbursement from a loan. They are also required to participate in exit counseling upon leaving the institution or dropping below half time enrollment. Information is available in the Financial Aid Office.

## Other Financial Aid Programs

**Scholarships:** Dawson Community College makes many scholarships available to students. The duration of assistance, scholarship amounts, requirements and criteria for each scholarship varies. Any prospective or currently enrolled student may obtain applications from the Financial Aid Office or [download the application](#).

## State Vocational Rehabilitation

**Service:** Students with certain disabilities may qualify for educational assistance through the Montana Department of Social and Rehabilitation Service. Contact that office for more information.

**Tribal Grants:** These funds are available to many Native American students who are enrolled in a full-time course of study. The award limits are based on the student's need and the availability of funds. Further information may be obtained by contacting the student's tribal office or the tribal higher education office.

**Waivers of Tuition:** Tuition waivers are available for eligible veterans, senior citizens, faculty and staff, high school honor students, athletes, art and music students who display great talent.

## Satisfactory Academic Progress Requirements for Federal Financial Aid

Federal regulations require all students who receive financial aid to maintain satisfactory academic progress toward an eligible degree or certificate by meeting GPA and completion requirements. Students who wish to be considered for financial aid at DCC must maintain satisfactory progress in their selected course of study by meeting the following requirements:

- 2.0 cumulative GPA;
- 67% cumulative pace;
- Timely progression toward degree completion; the number of credits attempted are within 150% of the number of credits required for program completion.

Each student receiving financial assistance is directed to the DCC website at [www.dawson.edu/future/financial-aid/satisfactory-academic-progress](http://www.dawson.edu/future/financial-aid/satisfactory-academic-progress) for a detailed explanation of the satisfactory Academic Progress Standards. This information is also available in the Financial Aid Office and in the Student Handbook.

The Financial Aid Office evaluates student academic progress at the end of each semester.



# STUDENT AFFAIRS



# Student Affairs

The preceding does not reflect the entire policy and is intended to provide a brief overview only. Students receiving financial aid should understand the provisions of this policy; it is assumed that the student will fulfill all responsibilities in this regard.

The division of Student Affairs exists to create and sustain an engaged, healthy and safe learning environment that promotes leadership by providing support and building a sense of community for students. Services include but are not limited to: a wide range of social options; access to resources for those in need; student and residential life to create a sense of belonging; food service, campus store and coffee shop. We seek to challenge and support our students to become responsible, engaged citizens of the campus, our community and their future communities.

Student Affairs staff are trained to give students support in a variety of ways to enhance their personal and professional preparation for a successful future. Information about services and programs is available in Main Hall 131.

## Buc's Brew Coffee Shop

Students can purchase gourmet coffees, teas, smoothies, and protein drinks at Buc's Brew Coffee Shop. Grab-and-go snacks can also be found amidst the delicious scents wafting out of the Coffee Shop. Located in the Student Center in Main Hall, students are encouraged to use the additional seating for studying, board game nights, Open Mic sessions, etc. Gift certificates and punch cards are available for purchase.

## Campus Store

The Dawson Community College Campus Store serves our campus and community by providing a friendly atmosphere with excellent customer service while offering textbooks and supplies that cater to the educational needs of the student. In addition, customers will find DCC apparel, Made in Montana products, art supplies, and gifts.

Parents and loved ones should keep in mind the Campus Store when looking for care packages for their students. The Campus Store can put together goodie bags and baskets for birthdays, finals week, or whenever your student may be needing a little pick-me-up. The Campus Store can be found in the Student Center in Main Hall.

## Book Refunds

Books will be refunded at 100% of the purchase price if the following criteria is met:

- Full refunds only given during the first week of the semester;
- Student must have a receipt;
- New books must be in absolutely new condition, free from all marks or writing, for a full refund. If shrink-wrapped books have been opened they are no longer considered new. Digital books/pass-codes

that have been opened cannot be returned;

- A new book that is marked is considered to be a used book and will be refunded at 50% of retail value;
- Refunds cannot be issued for workbooks or lab books that have been written in. Your name in a book automatically makes it a used book.

## Book Buy Back Policy

The campus store has a Book Buy Back during finals week (receipt is required). The status of a book for buy back is established by the faculty and the campus store. Books are bought back at 50 percent of the purchase price. The campus store is not able to purchase a book if:

- It will not be used again at DCC;
- It is superseded by a new edition;
- The book is in poor condition;
- Highlighting is acceptable but ink is not;
- Pencil marks are not erased;
- Digital content has been opened.

## Food Service

Dawson Community College offers a wide variety of food options, great service, and a quality dining experience to students, employees, and visitors. The café is located in the Student Center in Main Hall. The offerings, Monday through Friday, are three meals a day and Saturday one meal in a buffet style atmosphere. Dawson Community College offers two meal plans to meet the varied needs of our students. Students living in campus housing are required to purchase a meal plan. For information regarding food service and catering options or prices call the Main Office at (406) 377-9400.

## Campus Housing

Our students enjoy living on-campus in apartment-style housing. Each apartment has two-bedrooms accommodating four to six students, a kitchen/dining area, living room, bathroom, and storage space. These accommodations offer a more independent living environment for student residents. The housing complex facilities include laundry rooms, study area, computer/printer, TV lounge, mail service, vending machines, a pool table, and a ping-pong table. The housing complex is staffed with residence life staff who are trained to assist in problem situations and plan social, cultural and educational programming for the residents.

Students are encouraged to apply for housing immediately after being admitted to DCC. Students will not be eligible to participate in the room assignment process until they have been officially accepted, completed the housing application and paid the non-refundable housing application fee (\$150).

Housing is to be paid at the beginning of the semester following the fee schedule. Students living on-campus

are required to purchase a meal plan. Once a student has claimed the reservation by checking into the unit, the student is financially obligated for the remainder of the semester. No deduction is made for late arrival at the beginning of the semester or for early departure at the end of the semester. Charges are subject to change with reasonable notice.

### **Housing Residency Requirement**

Full time students who are seeking a degree and/or a certificate are required to live on campus. Exemptions to this policy are based on the following criteria:

- Students who reside with their parent(s), grandparents, or legal guardian within a 80-mile radius of campus
- Married students or students with dependents
- Age 21+ prior to the first official day of classes for the semester in which they are enrolling
- Students who are solely registered for Distance Education courses or programs

Students may request an exemption by filling out the Housing Requirement Exemption Request form with appropriate supporting documentation found on <https://www.dawson.edu/future-students/residence-life.html>

### **Occupancy of Campus Housing**

Occupancy of campus housing is a privilege that is extended to full-time (12 credits) students of DCC. Continuation of this privilege is dependent upon reasonable and satisfactory personal conduct and proper care of the unit to which the student is assigned. The college reserves the right to refuse housing to anyone in order to ensure the health and safety of all residents.

Each unit will have these minimum furnishings: telephone, TV cable services, computer internet access, four extra-length (36 x 80 inch) single beds with mattresses, window blinds, four desks with chairs, four wardrobes, a mirror, dining table and four chairs, stove, and refrigerator. Furnishings and fixtures belonging to the Student Living Complex are not permitted to leave the unit.

The residents of the complex may provide other common room furnishings, such as microwaves and furniture. No additional beds or mattresses are permitted. The residents must provide bedding, bath linens, kitchen utensils, dishes and personal items. Roommates are urged to avoid duplication of small appliances, stereos, etc., when possible. Pets are not allowed in the complex. Please refer to the Student Housing Handbook for the approved list.

Specific opening and closing dates for residence halls will be sent to the students along with their room assignments. All conditions of the housing rental agreement are stated in the Student Housing Handbook. Please make accommodations with the Housing Director to remain on campus over Thanksgiving, Christmas, and spring break.

### **Health Insurance**

Health insurance is available to students through area insurance agents, or may be available through parents or legal guardian.

### **Library**

The Jane Carey Memorial Library is located in the Main Hall of the college and provides a spectacular view of the Yellowstone River Valley and the city of Glendive. Library services and resources include research and instructional assistance; an extensive collection supplemented by interlibrary loan and consortia partnerships; desktop computers, printing and scanning equipment; individual or group study rooms and tables; and comfort seating.

The Library collection supports DCC curriculum by providing access to a wide variety of information resources. The print collection includes approximately 30,000 book volumes and 35 periodicals; the electronic collection includes 58 subject-specific and interdisciplinary databases, reference resources, and eBooks. In addition, the library also has state documents, microfilm, microfiche, and a collection of audiovisual materials. Interlibrary loan provides additional access to the world's knowledge.

Access to the library's catalog and electronic resources is available (on- and off-campus) through the [library website](#). The online catalog provides quick and efficient access to library materials, not only at DCC but also at a number of other Montana College and university libraries. Cooperation with other Glendive libraries is emphasized in order to offer a wide variety of materials and services to area library users.

The library is open Monday-Friday with some evening and weekend hours. Summer and holiday hours vary and will be posted on the library's website.

### **Student Organizations and Clubs**

#### **Associated Student Body (ASB) of DCC**

All full-time students of the College are members of the Associated Student Body of Dawson Community College. A Student Senate, elected as representatives of the freshman and sophomore classes, acts as a governing board for the ASB. The Senate plans recreation and social activities for students and participates with the faculty and the community in planning other college and community events. The Senate also participates in DCC governance. A portion of student fees paid each semester is used by ASB for activities.

As the number of students at the College grows and as their interests diversify, new clubs and societies are formed on campus. Students or groups wishing to discuss the possibility of organizing a club or society should contact the office of the ASB body for club application and approval. Such new organizations will be subject to the approval of the student governing body.

**Art Club**

The goal of the Art Club is to support and enrich the artistic life of its members and the community at large through creativity and initiative, with art related activities and events such as workshops, exhibits, fundraisers, and community service. All DCC students interested in art are welcome to participate.

**Criminal Justice Law Enforcement Club**

Membership in this organization is encouraged for criminal justice law enforcement majors and students employed in the criminal justice field. The main objective of this organization is to promote professional standards in criminal justice and to develop understanding of the problems and objectives of those agencies that are devoted to the administration of criminal justice.

**Dawson FFA Alumni Chapter**

FFA stands for Future Farmers of America. These letters are part of history and heritage that will never change. However, FFA is not just for students who want to be production farmers; FFA also welcomes members who aspire to careers as teachers, doctors, scientists, business owners and more. Today, the national FFA organization remains committed to the individual student, providing a path to achievement in premier leadership, personal growth and career success through agricultural education.

FFA alumni also assist at FFA camps and conferences, the National FFA Convention & Expo and other personal development programs. Through their commitment to FFA and agricultural education, FFA alumni help guide the students in their communities down the path to success. We are still the Future Farmers of America, and we are the future biologists, future chemists, future veterinarians, future engineers and future entrepreneurs of America, as well.

**Dawson Intervarsity Christian Fellowship**

A part of a nationwide international student organization of college and university campuses, this group is concerned with presenting Christianity as an important part of college and university life. Meetings are informal, infused with music and interaction. Dawson Intervarsity Christian Fellowship is open to all students with any or no religious background.

**Gardening Club**

The DCC Gardening Club seeks to promote the propagation of eastern Montana's native plant species, as well as promote the growth of beneficial plants at DCC.

**Music Club**

The goal of the Music Club is to make a notable difference in the programs and social and extracurricular activities throughout DCC. Participation is open to all students involved in any aspect of the Music Department. The Dawson Community College Chapter of the National

Association for Music Education (NAfME) promotes the advancement of music education. It is a voluntary, nonprofit organization representing all phases of music education in schools, colleges, universities and teacher education institutions. Students involved in music and wishing to promote music are encouraged to join.

**Native American Club**

The Native American Club serves to provide to and promote the well-being of Native American students at DCC, as well as celebrate their rich heritage and presence.

**Phi Theta Kappa**

Phi Theta Kappa, International Honor Society of the Two-Year College, is recognized by the American Association of Community Colleges as the official honor society for two-year colleges. Its purpose is to recognize and encourage scholarship among associate degree students having at least a 3.50 GPA. To achieve this purpose, Phi Theta Kappa provides opportunities for the development of leadership and service for an intellectual climate to exchange ideas and ideals, for lively fellowship for scholars, and for stimulation of interest in continuing academic excellence. Alpha Xi Epsilon, the DCC chapter of Phi Theta Kappa, was chartered in 1988.

**Recycling Club**

The Recycling Club seeks to introduce a comprehensive recycling program at DCC and in the surrounding community through their efforts as well as by partnering with local organizations.

**Rodeo Club**

Membership in this organization is open to all DCC students who are interested in promoting the sport of rodeo on campus. Its primary objective is to sponsor an annual rodeo for intercollegiate competition in the Big Sky Region.

**Science Club**

The Science Club serves to promote interest, understanding, and knowledge of the science world.

**Skills USA**

Like FFA, Skills USA is also a nationwide organization with a chapter at DCC. It allows students, especially those in vocational-technical fields the opportunity to compete in a chosen field. Contests are held at State, Regional, and National levels.

The College provides quality curriculum and instruction through multiple learning pathways expanding opportunities in education adaptive to the needs of a changing student body.

At DCC, you will receive the attention you deserve from qualified faculty. Working with faculty and staff, students will earn a transfer degree with credits towards seamless transfer or a terminal degree to prepare to enter the workforce.

# ACADEMIC AFFAIRS





# Academic Affairs

## Academic Support Services

### Adult Education

The Adult Career and Education Center offers free individualized instruction in reading, English, and mathematics at the pre-college level. The program is grant funded and free to all 16 years of age and up. Open five days per week, with flexible hours upon request, tutors strive to meet the varied needs of clients as they attain their HiSET/GED, transition to college or technical programs, and improve their employment prospects by refining job skills while receiving career coaching using the Montana Career Information System (MCIS). For more information, contact the Adult Career and Education Center at (406) 377.9448.

### High School Equivalency (HiSET Testing)

Dawson Community College is authorized by the Montana Department of Public Instruction to administer the High School Equivalency Test (HiSET). To take the exam in the state of Montana, you must meet the following eligibility requirements:

- You must be at least 16 years of age, and cannot be enrolled in high school **Note:** if you are 16, 17 or 18 years of age, there are additional requirements and policies that apply. If you are 19 or older, you do not have any additional age-related policies or requirements;
- You must be a resident of Montana to take the HiSET exam at a test center in Montana;
- You must provide identification on test day at the HiSET test center. A valid driver's license, passport, military ID, or other form of government-issued (national or foreign) identification that shows name, address, date of birth, signature and photograph are acceptable forms of identification;

Additional information and requirements are available at this website: [www.hiset.ets.org/requirements/mt](http://www.hiset.ets.org/requirements/mt).

**Note:** There is a \$15 proctor fee to take the HiSet.

### Mid-Rivers Academic Support Center (tutoring services)

The Academic Support Center is open to all students who may need help with their academic subjects. Tutors are available, at no charge, to meet the needs of students. Other areas of need are handled through peer tutoring. Students may make appointments or drop-in for services. The Academic Support Center facilities are located adjacent to the library and include study areas and private testing rooms.

### Co-curricular Activities

Dawson Community College welcomes students of all ages, backgrounds and needs. The College facilities and

organizations offer a wide range of student opportunities for a full college experience. Students may participate in intercollegiate athletics, intramural activities, theater, art, and student organizations.

### Intercollegiate Athletics

The Dawson Community College Athletic Department provides student-athletes with opportunities to excel in intercollegiate athletic competition within an educational environment. The department promotes physical fitness, intellectual development, social interaction and sportsmanship. DCC is a member of the National Junior College Athletic Association (NJCAA). Men's and Women's Basketball and Cross Country compete at the NJCAA Division I level while Baseball, Softball and Volleyball compete at the NJCAA Division II level. All six NJCAA sports are members of Region XIII, which includes schools from Montana, North Dakota, Minnesota, Michigan and Wisconsin. They are also a part of the Mon-Dak Conference, which consists of two-year schools from Montana and North Dakota.

Under the governing body of the National Intercollegiate Rodeo Association (NIRA), the DCC Rodeo team competes in the Big Sky Region, consisting of two-year and four-year schools from Montana and Wyoming. Through the strength of the program, DCC has produced Regional and National Champions.

The athletic programs at DCC compete for championships and pride themselves in serving the local community in a variety of ways. Athletic contests at the college provide DCC students and members in the community great entertainment throughout the year and help bring together students and community members as they cheer on their Buccaneers.

### Performing Arts

Students may participate in band, choir, and/or community theater productions. These activities provide opportunities for the development of performance skills and appreciation. These groups participate in many college and community functions.

### Standards of Student Conduct

With enrollment, the student accepts both the rights and responsibilities of DCC students. Accordingly, the College expects that each student will abide by civil laws and college policies/regulations. Students neither surrender their civil rights as citizens nor are they given immunity or special consideration with reference to civil or criminal law. As members of the DCC community, students have the responsibility to study, to learn, and to conduct themselves with academic integrity in relation to the college, its

mission, and its processes and functions as an institution of higher learning. Students, as citizens, are expected to be familiar with and comply with existing federal, state and city laws governing civil and criminal behavior both on- and off-campus and during all DCC functions.

Violations may result in disciplinary action by the college in addition to any civil or criminal action. A student may be dropped from enrollment whenever, in the opinion of the administration, his/her presence is not in harmony with the spirit of the college.

It is assumed that any student who enrolls at DCC is aware of the following expectations and responsibilities and that the student will always abide by those realistic standards of achievement and citizenship that are conducive to self-growth and to the well-being of the college community.

Student conduct regulations are published in the student handbook, which is available on the DCC website.

### **Alcohol/Drug Policy**

Dawson Community College requires standards of conduct that prohibit the unlawful possession, use, and/or distribution of illegal and prescription drugs or alcohol by students and employees on institutional property. No alcohol/illegal drugs will be allowed in any of the rooms at the DCC Living Complex or in any area of the DCC Campus. Any violation will be subject to report to law enforcement authorities. For more information contact the office of the Vice President of Academic and Student Affairs.

### **Loss of Personal Articles**

The College does not accept responsibility for loss of or damage to personal articles in the event of theft or natural disasters such as flood, fire, or wind. The College shall not be liable for damages if the college's performance of its obligation is necessarily curtailed or suspended due to storm, flood, or other acts of nature; fire, war, rebellion, scarcity of water, insurrection, riots, strikes or any other cause beyond the control of DCC.

### **Weapons/Ammunition**

No person may carry or possess a weapon, regardless of whether the person has a permit to carry a concealed weapon, except as authorized by Board and College Policy. "Weapon" means an instrument, article or substance that is designed, used or likely to be used to cause bodily harm or property damage. Weapons include the following items: firearms, including rifles, shotguns, handguns; bowie, dirks and knives (other than kitchen knives) with blades 4 inches or longer, explosives, swords, nunchucks, throwing stars and other martial arts weapons, crossbows, compound bows, recurve bows, long bows, pepper spray (except for small, personal protection dispensers), BB guns, paintball guns, ammunition and non-functioning replicas that could be confused with actual firearms.

If a student has a weapon for classroom use, it is his/her responsibility to make arrangements ahead of time with the instructor to store weapons. The college provides class related weapons for classroom instruction and use when applicable. Residents of residence halls may store rifles, shotguns, crossbows, compound bows, recurve bows and long bows with field or broadhead points in a designated storage space.

### **Annual Crime Report**

In November of 1990 the Student Right to Know Act was signed into law. The Act mandates that institutions of higher education report and make available to both current and prospective students and employees the occurrences of specific crimes on campus. In addition to the number of reported specified crimes, the institution must report the number of arrests for liquor violations, drug-abuse violations, and weapon violations. The report is available at [www.dawson.edu](http://www.dawson.edu), through the Vice President of Academic and Student Affairs and the EEO Office, Room 131A.

### **Equal Opportunity/ Affirmative Action**

Dawson Community College is committed to equal opportunity for all persons in all facets of community college operations. Our policy has been, and will continue to be, one of nondiscrimination, offering equal opportunity to all students, employees, and applicants for employment based on their demonstrated ability and competence without regard to such matters as race, color, religion, sex, national origin, age, veteran status, marital or parental status, or disability.

Students who feel that they have been unfairly treated by the college with regards to policy, or disciplinary actions, have the right to request a hearing by an appeals board within two school days of any action that is taken. This may include complaints of discrimination based on race, color, religion, age, sex, national origin, political belief, veteran status, marital or parental status, or existence of a disability.

### **Reasonable Disability Accommodation**

Dawson Community College will provide reasonable accommodations for qualified students with disabilities pursuant to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (Public Law 101-336) to ensure equal access to its programs. Students with disabilities who request accommodations must:

- Register with the Student Affairs office. It is the student's responsibility to initiate the request for services. Students are encouraged to initiate the request for accommodations as soon as possible.
- Students who are requesting accommodations must provide documentation of their disability from the appropriate medical or psychological professionals. Documentation must be current; usually within the previous three years.

Documentation must include a specific diagnosis. Actual test scores must be provided. A description of requested accommodations including the rationale for those accommodations must be provided.

- Students requesting accommodations should notify their instructors of their disability as soon as possible. Student Affairs personnel will assist in this process if requested by the student.
- Requests for accommodations will be evaluated on an individual basis.

If you believe you have been discriminated against based on disability and/or need a reasonable accommodation, talk to the Vice President of Academic and Student Affairs to resolve any complaints. You also may contact the Montana Human Rights Commission at (406) 444-2884 or 1-800-542-0807, TTD (406) 444-0532.

## Title IX

### Title IX of the Educational Amendment of 1972 states:

*No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.*

The law has many applications such as providing equitable educational opportunities to all students. Dawson Community College affirms the right of all employees and students to work and study in an environment free from all forms of discrimination and harassment.

Discrimination on basis of sex includes sexual harassment or sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. DCC is committed to providing a climate of mutual respect and is opposed to every practice that denies human dignity or actions that infringe upon academic and personal freedom.

### Harassment Policy and Complaint Procedures

Sexual harassment and/or intimidation are a violation of federal and state laws. The State of Montana prohibits retaliation against any employee or student because he or she has filed a report of alleged harassment. Disciplinary action will be taken when instances of harassment, intimidation, or retaliation occur.

**Sexual Harassment** is defined legally as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that affects an individual's education, employment or work performance. Examples, but not limited to, are:

- Activity or comments that create a hostile, intimidating or offensive environment;
- Harassment occurred in an extreme single incident or from repeated actions;
- Unwelcomed comments or actions made either directly or indirectly for educational or

employment benefits "Quid pro quo";

- The complainant and the alleged perpetrator may be of either gender and need not be of different genders.

**Sexual Intimidation** is defined as any unreasonable behavior, verbal or non-verbal, which has the effect of subjecting members of either sex to humiliation, embarrassment or discomfort because of their gender.

- Stalking or cyber stalking;
- Electronic recording or distribution without knowledge and consent of all parties involved;
- Comments or actions referring to different sexual orientation;
- Sexual assault is a particular type of sexual harassment that includes physical sexual acts perpetrated against a person's will including an individual who is incapable of giving consent due to alcohol or drugs use;
- Non-consensual sexual contact;
- Non-consensual sexual intercourse;
- Sexual exploitation and misconduct;
- An act of power and control.

**Other forms of Harassment** may be defined as:

- Messages which one can regard as irritating and offensive, violent or non-violent in nature;
- A behavior which acts in flagrant disrespect for the well-being of others;
- Threats, whether or not a person has the intention of carrying out a threat, are a serious matter with possible criminal implications;
- Bullying.

### Reporting

Anyone who knows someone or has been subject to harassment or discrimination (including sexual harassment, sexual assault, sexual coercion or gender gender-based harassment) can and should report the incident.

### If an assault occurred:

- Get to a safe place as soon as possible;
- Talk to someone you trust;
- Preserve all the physical evidence;
- Seek medical attention.

A discrimination or harassment complaint may be brought forth by any member of the college community; administrators, faculty members, staff members, or students. Complaints will also be addressed if you are not employed or attending DCC but believe some form of discrimination or harassment may have occurred. Contact: Title IX Coordinator, Room 111, (406) 377-9412.

**Other possible contacts to report violations:** An Academic Advisor, Team Coach, Residence Hall Director, any employee, or Law Enforcement (911).

Although there is no specific time limit for reporting, we encourage you to report this to the Title IX Coordinator as soon as possible. Seeking help immediately is critical as you can have evidence collected and stored without reporting the crime. In order to obtain essential evidence, a forensic exam must be performed within 72 hours.

Each complaint will be investigated to determine what occurred. DCC will take steps to protect the complainant as deemed necessary during the pendency of the investigation and resolution process such as, but not limited to; no-contact order, restriction of access to classroom by students, or the College grounds by non-students or non-employees in certain circumstances. A complainant may seek a Temporary Order of Protection (TOP) that will issue a “no contact” order from a court of appropriate jurisdiction against the accused.

Through the reporting process, the complainant has the right to assistance or consultation by a friend or trained advocate. The College offers services to students through Student Affairs personnel. The Student Affairs staff will provide assistance and information on local resources available in a safe, supportive, and confidential setting.

**Complaints** shall be defined as any informal (oral) or formal (written) allegation. Allegations of sexual assault may not be resolved by an informal resolution process. However, some harassment allegations may use an informal approach to resolve some cases involving the following:

- The individual takes some steps which may stop the behavior;
- The school initiates some actions informal or formal;

Formal charges under the school’s sexual harassment procedures can be filed by either the victim or the institution against the offender at any time.

**Individual Procedure** is one option you can do as an individual. If you feel comfortable doing so, confront the harasser or write a letter informing the individual that his/her behavior is unwelcome, offensive or inappropriate and must stop. Other things to do: keep notes, write down your feelings, list any witnesses etc. Documentation is strongly recommended; notify your supervisor, advisor, coach, an instructor, or Title IX Coordinator for assistance with this or other procedures.

**Informal Procedure** is aimed at stopping the behavior rather than determining culpability or intent, with the assistance of the Title IX/Affirmative Action Officer. It simply provides an alternative method for getting sexual harassment to end, which is usually what recipients of harassment want, rather than a vindication of their civil rights or achieving revenge. Why some choose informal procedures:

- Less frightening;
- Confidentiality is easier to maintain;
- Process may be educational for harasser;
- Question/statements of he said...she said and similar issues may not be addressed;
- The complainant may play an active role in resolving the situation and thus may feel empowered and less victimized;
- Process provides several options for the victim;
- The parties will not be required to deal directly with one another;
- At any time, either the complainant or the accused may request that the informal resolution process be terminated, in which case the formal resolution process would begin.

An informal grievance will involve the complainant, the Title IX/Affirmative Action Officer, and the appropriate administrator. Every effort should be made to find an acceptable solution at the lowest possible management level.

**Formal Procedure:** A written formal complaint will be filed with the Title IX Coordinator/ Affirmative Action Officer. An investigation will be conducted to determine the facts of the incident. The college official designated to conduct the investigation will make an impartial judgment as to whether or not misconduct occurred, and, if so, propose appropriate sanctions. During this time, each person is given a chance to respond to evidence and potential charges. Individuals subjected to disciplinary action as the result of a report may file a grievance under the college grievance policy in the Student Handbook located under the Student Conduct Code.

### Reporting Procedures

The College encourages reporting of all incidents of sexual misconduct, and respects the choices that individuals make regarding the methods of reporting:

1. File a report
  - Any campus employee informed of an allegation of sexual violence involving a student must, and will, report it promptly to the Title IX Coordinator.
  - Reporting is not the same as pressing charges but investigation is initiated.
  - If the report involves crime being committed, the Coordinator will contact the local law enforcement agency. At any time, the complainant can report to the Glendive Police Department at (406) 377-2364 or crisis line at (406) 377-6075.
  - If the evidence indicates that a threat of continued violence exists, a public warning will be issued. The timely warning will be made through a variety of resources that may include: DCC’s alert notification, email and phone mail, website, and local media.
2. The complainant will be advised of the options



and services available on campus or within the local community.

3. Complaints will be investigated to determine what occurred

- The college will conduct its own investigation and reserves the right to commence and/or complete its own investigation prior to the completion of any criminal investigation or criminal proceeding. It is independent of the Criminal Justice process.

4. All Parties will have an equal opportunity to present witnesses and other evidence for the investigation.

5. All parties will be provided with the investigation status and updates after 30 days.

6. The standard of a preponderance of evidence will be used (i.e. it is more likely than not that sexual harassment or violence occurred).

7. Parties will be notified in writing of the investigation, outcome and discipline sanctions imposed.

8. Mediation may not be an option used to resolve complaints of sexual assault.

9. Both parties will have the right to the same appeal process.

10. Retaliation against any person reporting or participating in an investigation of sexual harassment or sexual violence is prohibited.

Federal law requires the College to collect, publish, and distribute an annual security and crime report that includes statistics concerning the incidence of sexual offense and other serious crimes occurring on campus and on public property, in non-College buildings, or on non-College property. The reports do not include identifying information about survivors, but incidents included within the reports require confirmation. The function of these reports is to increase awareness of the extent of crime on campus and to foster the development of policies,

procedures, and programs to prevent and report crime. The *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Report* is made available through the Vice President of Academic and Student Affairs, DCC Website at <https://www.dawson.edu/students/crime-report> or <http://ope.ed.gov/security>.

## FERPA

Student records are guaranteed to be private under the Family Educational Rights and Privacy Act of 1974. Information about a student, including his/her personnel file and academic record, will be released only with written permission.

Directory information (name, address, phone number, e-mail address, photograph, major, dates of attendance, enrollment status, participation in officially recognized activities/ sports, height/weight of athletic team members, degrees/honors/awards received) may be disclosed at the discretion of the Registrar, unless students specifically request this information to be withheld.

Those to whom information is given about a student (e.g., a four-year college to which the student is applying), will be cautioned that the information obtained from Dawson Community College is to remain confidential unless further permission for its release is granted by the student. DCC will keep a record of persons other than Dawson Community College faculty and staff who request or obtain access to student files. Students may inspect their own educational records at any time.



# ACADEMIC POLICIES



### Institution-Wide Learning Outcomes

Students who graduate from Dawson Community College with an Associate's Degree will be able to demonstrate knowledge attainment in six Institution-Wide Learning Outcomes. The learning outcomes identified for each general education core align with one or more of the Institution-Wide Learning Outcomes. DCC provides the opportunity for students to successfully complete courses, which incorporate knowledge in each of these areas for successful transfer and be prepared to enter the workforce.

**Critical Thinking** is the objective analysis and evaluation of issues, ideas, or assertions by collecting, researching, and judging relevant data, artifacts, perspectives, and their sources to form a judgment.

**Effective Communication** comprises oral and written communication. Oral Communication is expression designed to inform, instruct, persuade, or entertain the receiver. Written Communication is the development and expression of a message through the written word. Written communication involves working in multiple genres and styles, using relevant technologies, and skillfully combines text, data and images to convey information to the reader.

**Cultural Competency** is the attainment of a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.

**Scientific & Mathematical Proficiency** in science refers to the ability to use the body of knowledge and the scientific method to explain the natural world, identify questions, and to draw evidence-based conclusions. Mathematical proficiency is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves to different degrees, the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs, charts).

**Information Literacy** is the ability to obtain and evaluate specific information to meet a wide range of personal, political, social, and business needs. The use of technology to store, organize, and access information is integral to this competency.

**Mastery of Emphasis Area Content** comprises familiarity with a body of knowledge, which may include a concentration or emphasis area and/or applied

understanding and skills related to specific program objectives and outcomes developed at the program level.

### Student Academic Integrity Guidelines

The student is responsible for cooperating with the instructor in his/her efforts to create a classroom environment that is conducive to the teaching/learning process. In order to do this, the student must become an active participant in the process and maintain an attitude of respect toward the instructor and other students. Students must conduct themselves in an orderly and responsible fashion or they will not be allowed to remain in the class. More specifically:

- Students should be prompt and regular in attending classes, make appointments when necessary to meet with faculty and keep such appointments, be well prepared for classes, and submit required assignments in a timely manner.
- Integrity of the academic process requires that credit be given where credit is due. Accordingly, it is a breach of academic integrity to present as one's own work, the ideas, representation or works of another, or to permit another to present one's work without customary and proper acknowledgment of authorship. Students are expected to conduct themselves at all times within permissible limits of assistance as stated by the faculty.
- Some of the more common breaches of academic integrity are as follows: unauthorized talking or moving about in class; heckling, badgering, or ridiculing classmates or the instructor; disruptive neglect of personal hygiene; disorderly, lewd, indecent, or obscene conduct; discriminating remarks or actions; verbal abuse; threatening actions or words; dishonesty (i.e., plagiarism, cheating, etc.); willful disobedience of the instructor in the performance of his/her duties.

### Consequences for Infractions

Each instructor will be responsible for determining when the frequency, duration, or intensity of the behavior is beginning to compromise the instructional environment. This determination allows for differences in instructor style and tolerance and the content and context of each respective course. When an instructor judges a student to be violating these integrity guidelines and informal correction methods have not been effective, the student will follow this procedure:

- The instructor will indicate to the student, during class, that the behavior is unacceptable.
- If the behavior persists, the instructor will discuss the problem with the student outside of the classroom. This discussion should include a clear

statement of what the instructor expects and of what will happen if the behavior continues. If the behavior continues, the student may be asked to leave class. At this time, the instructor should notify the Dean of Academics, in writing, the student may have to remove the student from the course if the behavior does not improve.

- If the behavior continues, the instructor may withdraw the student from the class, with concurrence of the Dean of Academics and Vice President of Academic and Student Affairs. The attempted corrective actions should be documented by the instructor and should accompany the withdrawal form.
- If the disruptive behavior is occurring in other classes, or if it is of sufficient duration, intensity, or frequency, the Vice President of Academic and Student Affairs may impose a disciplinary suspension.
- If behavior continues, the student will attend a hearing with the President, the result of which may be expulsion.

### **Instructor Academic Integrity Guidelines**

Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such. The instructor retains the primary responsibility for establishing and maintaining an effective teaching/learning relationship with and among students.

The student must assure classroom conditions are such that they promote each student's development, but not at the expense of other students. More specifically, the instructor is responsible for establishing and implementing academic standards, establishing and maintaining communication, and enforcing behavioral standards in the classroom that support these academic standards.

If a student feels that an instructor has been remiss in honoring this responsibility, the student may utilize the student grievance procedure to pursue resolution.

### **Student Grievance Procedure**

- The student should arrange a time to discuss the specific problem with the course instructor within one week of the occurrence of the problem.
- If the problem persists, the student should discuss the problem with his/her academic advisor. The advisor should take action within one week of being notified of the problem by discussing the problem with the instructor and/or the Dean of Academics, documenting the problem and possible resolution(s).
- If a resolution is not met within one week of the advisor's action/decision, the student/

advisor may request a hearing with the Dean of Academics. This request must be in writing, documenting specifically the problem, the dates and results of attempts to reconcile the problem, and the student's desired resolution. The Dean of Academics will then arrange a hearing with the student/advisor, instructor, and any parties involved to determine a course of action. All efforts to complete this process within one week of receiving the written appeal will be made.

- If the resolution is unsatisfactory, the student may request, again in writing, a hearing with the Institutional Effectiveness Committee. The request should be forwarded to the Vice President of Academic and Student Affairs who will place the issue on the agenda of the next Institutional Effectiveness Committee meeting. The student will then be informed of the recommended final resolution by the Committee members.

### **Credits**

The college academic year is divided into semesters and college work is measured in terms of semester credits. One semester credit is equivalent to approximately 45 hours of student involvement – usually 15 hours of classroom contact and 30 hours of outside class studying, researching, reading, etc. In general, a class that meets one hour per week throughout the semester yields one semester hour of credit. Exceptions to this general rule would be courses with labs; these courses are adjusted on the semester course schedules to reflect the proper meeting requirements. Partial credit may be awarded in 0.5 credit increments, reflecting at least eight hours, but less than 15 hours, of direct contact or the equivalent

### **Auditing Courses**

A student who registers as an auditor attends class regularly. The student does not take the final examination, does not receive an achievement grade, and does not receive credit for the course. Students wishing to audit must meet all prerequisites required for the course and indicate their intention to audit at the time they register and pay for the course. Audited courses cannot be applied toward a degree or certificate and cannot be used to meet prerequisites.

### **Credit Overload**

Students wanting to take more than 21 credits in a semester must have at least a 2.50 GPA and obtain permission from their advisor and approval by the office of the Dean of Academics before being allowed to register.

### **Classification of Students**

- Full-time: students registered for 12 or more credit hours per semester;

- Part-time: students registered for fewer than 12 credit hours per semester;
- Freshman: students having fewer than 30 credits;
- Sophomore: students having earned 30 or more credits.

## Curricula

DCC offers college-level transfer and vocational courses in a variety of disciplines. College-level classes are numbered 100 to 299. Generally, those identified as 100 to 199 are freshman level and those identified as 200 to 299 are sophomore level. Some sub-100 courses are also taught. Students should select sub-100 courses only on the recommendation of their advisor.

## Online Courses

Dawson Community College offers online courses through two types of online delivery methods. Online delivery utilizes media rich virtual classrooms to deliver the same instructional experience to students on and off campus. This tool allows online students to stream video and share textbook or classroom notes presented during lecture and discussion. Dawson's online delivery allows full interaction between students and instructors for the best possible learning opportunity. DCC employs DCCMoodle and DCCOnline platforms.

Students may take online courses towards their DCC degree in the following areas:

- Associate of Arts
- Associate of Arts in Chemical Dependency Counseling
- Associate of Science
- Associate of Applied Science in Business Management
- Associate of Applied Science in Criminal Justice
- Associate of Applied Science in Early Childhood Education
- Associate of Applied Science in Rural Organization Employee Management
- Rural Organization Employee Management Certificate
- Human Resources Certificate

### DCC also offers a non-credit online Full Stack Web Development program.

The same courses that are offered full-time are offered online part-time with an extended completion date of nine (9) months to earn a Certificate of Technical Studies in Technical Skills and a certificate in Full Stack Web Development. DCC partners with Bottega, the only independently accredited software "bootcamp" in the U.S. (Northwest Accreditation Commission; AdvancED). Jobs available after completion include software developer, graphic designer, project manager, data analyst, app development and more.

## Accelerated Programs

Academic work toward completion of a degree may be accelerated in certain areas under the following provisions. Students should initiate such requests by consulting first with their advisor.

**Advanced Placement Exams:** DCC credit may be granted for students who successfully complete Advanced Placement Examinations in approved courses. Scores must be mailed directly to the DCC Registrar from the College Entrance Examination Board. A course will be posted as advance placement with a grade of 'S' when the student has completed a minimum of 12 DCC credits. A complete list of all equivalent courses for Advanced Placement is available from the Registrar's office.

**Challenging Courses:** Any course may be challenged. Prior to challenging a course, a "request to challenge" form must be completed with the approval of the faculty member and Dean of Academics. Any course previously taken as an audit course or as a credit course may not be challenged for credit.

**College-Level Examination Program (CLEP):** DCC recognizes the vast differences in background and preparation of individuals who are preparing to enter college. DCC utilizes the College Level Examination Program (CLEP). The purpose of this program is to allow students and prospective students to take examinations, which measure knowledge in a variety of subject matter areas. Evaluation of the results determines whether proficiency is equivalent to that which would be expected upon completion of a college level course in that subject. Credits will be posted after the student earns 12 credits at DCC. Credits earned through CLEP apply toward graduation requirements. A satisfactory (S) grade is granted upon earning the required examination score. Students should consult with the Admissions Office for information concerning registration, cost, administration, and standards.

**Course Substitution:** Students may request a substitution for any stated course if they have previously completed a college course in which the subject learning outcomes closely parallels that of the course for which they request the substitution. All substitutions must be approved by the program director/instructor and Vice President of Academic and Student Affairs. In no instance will a reduction be made in the number of credits required for any academic program. Forms are available in the Instructional Services Office.

**CTE Course Waiver:** A required program (CTE) course may be waived if the student has previously completed equivalent work. All waivers must be approved by the appropriate program director and the Vice President of Academic and Student Affairs. General education core

requirements cannot be waived. In no instance will college credit be given for a waiver. Forms are available in the Instructional Services Office.

**Experiential Learning:** Dawson Community College recognizes learning acquired outside of the traditional classroom setting and follows NWCCU Standard 2.C.7 for granting of experiential credit. Documentation submitted by the student for accomplishments on the job, through volunteer work, or through training, workshops and seminars based on time in service, job description, supervisor's evaluation, relationship to the curriculum and credit recommendations from the American Council on Education (ACE) may be reviewed and considered for credit. Experiential learning credit granted by another institution may not be accepted for transfer to DCC. In addition, experiential learning credits granted by DCC may or may not transfer to other institutions.

Students seeking experiential learning credits must complete twelve (12) semester credits with a minimum GPA of 2.00 at Dawson Community College. Upon completion of the credit requirement, students should work with their academic advisor to complete an "Experiential Learning Request" form. The appropriate DCC Program Director and/or instructor will make a recommendation whether to grant experiential learning credit (and the number of credits as applicable) to the Vice President of Academic and Student Affairs. The Vice President of Academic and Student Affairs makes the final decision on whether the experiential learning credits are granted and, if so, how many credits are awarded.

Credit for prior experiential learning may constitute no more than 25% of the credits needed for a degree and/or certificate. Credits will only be granted to students enrolled in the semester during which an "Experiential Learning Request" form is submitted. Approved credits will be posted on a student's transcript with a grade of satisfactory "S" and denoted as credit for experiential learning.

## Workforce Development and Continuing Education

### Workforce Development

Courses that provide sustainable growth and success for the workforce. Courses can be customized based on business and industry needs. Categories include business development, teacher renewal units, supervisory skills, and more.

**Full Stack Web Development Program** is being offered on-campus and online. Each on-campus cohort takes 15 weeks to get through 600 hours of education and project based learning to earn a Certificate of Technical Studies in Technical Skills and a certificate in Full Stack Web Development.

DCC partners with Bottega, the only independently accredited software "bootcamp" in the U.S. (Northwest Accreditation Commission; AdvancED). Jobs available after completion include software developer, graphic designer, project manager, data analyst, app development and more. Classes may be taken online with an extended completion date of nine (9) months.

### Continuing Education

Continuing Education classes at DCC provide intriguing and engaging learning opportunities. These non-credit courses cover a range of personal enrichment and development areas and include workshops, classes, online, and hands-on activities.

### Workshops/Seminars/Special Topics

Periodically during the year, the college offers special workshops or seminars to meet the needs of the community for industry related, governmental, or re-certification training. These workshops and seminars may carry college credit and are advertised in advance.

### Online Non-Credit Courses

Continuing Education offers a wide range of highly interactive courses that you take entirely over the internet. Affordable, fun, fast, convenient, and geared just for you. Whether you are looking for personal or professional growth Ed2Go has over 250 non-credit online courses available. These courses range from basic fundamentals to advanced career training preparing you for a new career or to help you advance within your current occupation. For more information on basic fundamentals visit [www.ed2go.com/dcc](http://www.ed2go.com/dcc) and Advanced Career Training visit <https://careertraining.ed2go.com/dcc/>

### Video/Audio Recording

Students must obtain the instructor's advance permission before recording any classroom lectures/presentations. This permission will include specifications of what may be recorded, how it may be used, and for how long. This "intellectual property" policy has been adopted to protect the integrity of these presentations.

### Cheating and Plagiarism

Students at Dawson Community College are expected to do their own work and in their own words and with their own ideas. If they quote or paraphrase the words of others, they are expected to indicate whom it is they are paraphrasing. An instructor, who believes a student has cheated or claimed the work of someone else as his/her own, may take disciplinary steps as outlined under Academic Integrity Guidelines. This may include, but not be limited to, giving a failing grade or referring the student to others for further discipline.



## Class Attendance Policy

Dawson Community College supports the philosophy that learning is optimal when students attend classes regularly and participate in the learning environment through interaction with colleagues and instructors. Therefore, the student is responsible for maintaining regular attendance in registered classes. Approved absences due to college sponsored activities are excused. Absences due to serious illness or strictly unavoidable circumstances may be excused if the instructor is completely satisfied as to the cause. An excused absence does not, under any circumstances, relieve the student of the responsibility for completing the course work to the satisfaction of the instructor.

## Changing Course Registration

Students may make changes to their course schedules after they have registered for classes. They should meet with their academic advisor to discuss the changes as they pertain to graduation requirements and potential transfer issues. Changes to course schedules may be completed within the time frames published in the academic calendar. Please refer to the Academic Affairs section of the catalog for information regarding the College's Drop/Add Policy.

## Adding a Course

Students may add a class up through the 8th instructional day of the fall and spring semesters. Workshops, short-courses (including summer courses) and other nontraditional courses may be added within the first 10% (approximately) of the course, subject to approval by the instructor. A student seeking to add a course that results in a course load of 21 or more semester credits requires the approval of the Vice President of Academic and Student Affairs.

## Dropping a Course

Students may drop a class for a refund based on the Refund Policy. A course that has been dropped within this time frame will not appear on a student's transcript. Students are strongly encouraged to work with their academic advisor as dropping a class may impact progress toward a degree/certificate, enrollment status and financial aid status.

- *Fifteen (15) Week Fall and Spring Semesters:* Through the eight (8th) day of classes
- *Ten (10) Week Fall and Spring Sessions:* Through the fifth (5<sup>th</sup>) day of classes
- *Six (6) Week Fall and Spring Sessions:*
- Through the third (3<sup>rd</sup>) day of classes
- *Sessions Less Than Six (6) Weeks in Length:* Through ten (10) percent of class days that have occurred
- *Refunds for Summer Term:* First (1st) through third (3rd) day of classes

## Withdrawing From a Course

Students may withdraw from a course on any class day during the regular class semester, but not after finals have commenced. Please refer to the academic calendar for specific withdrawal dates. If the withdraw takes place on or before the last date to withdraw, students will be receiving a "W" grade. If the withdraw takes place after the last date to withdraw, students will be receiving a "WF" grade. A "W" grade has no grade point average (GPA) value and will not change the student's previous cumulative GPA. A "WF" grade will be calculated within the GPA in the same manner as an "F".

Students wanting to withdraw from all courses must complete a "Withdrawal Form" and submit it to the Registrar's Office.

## Administrative Withdrawal

DCC reserves the right to perform an administrative withdrawal for students who fail to attend classes or have extenuating circumstances. Students should not rely on an administrative withdrawal, but rather are expected to take the initiative to complete the required procedure to drop a course.

## Fresh Start Policy (Academic Bankruptcy)

The Fresh Start option is a one-time opportunity for DCC students to begin a new cumulative (or Fresh Start) GPA. This allows students to "bankrupt" previous coursework they have completed at DCC in which they received poor grades. Although the bankrupted coursework will remain on the student's academic record, the credits and grades will not be carried forward into the student's cumulative GPA. Students should note that all previous DCC grades and credits will be excluded and will not be used to fulfill any degree requirements when the Fresh Start option is chosen. To be eligible for the Fresh Start option, students:

- Must not be enrolled in any institution of higher education for a minimum of five years, and;
- Will be placed on academic probation when returning to college, and;
- Must complete 15 credits in residence with at least a GPA of 2.50 upon their return to DCC, and;
- Must apply for the Fresh Start option within one calendar year after returning to DCC, and during the semester following that in which the student meets the eligibility requirements;
- Students wishing to petition for a Fresh Start GPA should contact the Registrar.

## Grades/Grading Policy

A student's evaluation is based upon grades. Grade reports are issued after each semester, providing the student's credentials and financial obligations to the college are fulfilled. The grading system values (A through F), as

established by the Montana Board of Regents, are listed below.

A	Excellent
A -	3.7
B +	3.3
B	Above Average
B -	2.7
C +	2.3
C	Average
C -	1.7
D +	1.3
D	1.0
D -	Minimum Achievement
F	Failure to Meet Course Standards
W	Withdrawal (given pursuant to drop/add policy)
WF	After the last day to withdraw and is included in GPA as "F"
I	Incomplete (given pursuant to incomplete policy). The work must be completed by the following regular semester. A permanent grade of A-F or S/U will then be assigned
N	No credit is earned. Audit must be declared at time of registration.
S/U	Satisfactory/Unsatisfactory S = Satisfactory (C- or better), U = Unsatisfactory (D+ or less). S/U grade option may be given for physical education activity courses, extension classes, seminars, and workshops. S/U is mandatory for work and field internships.

The instructor for the course selects the grading option as outlined in the course syllabus, and utilizes it for the entire class and term. **Note:** A course that is used to satisfy the prerequisites or required courses in an Associate of Arts, Associate of Science, Associate of Applied Science or a Certificate of Applied Science must be passed with a "C-" or better. A course that is used to satisfy a general education program must be passed with a "C-" or better. (Montana Board of Regents Policy 301.5.3).

The Grade Point Average (GPA) is computed by dividing the total grade points by the number of credits attempted. Grades of S, U, W, I and N/Audit are not included in calculating the GPA.

## Grade Changes

Students questioning a grade received on their official transcript must contact the instructor before the completion of the following term. Grade changes are not allowed after one semester has elapsed except in unusual circumstances. Student appeals must go through the Vice President of Academic and Student Affairs.

## Incomplete "I" Grades

Students are expected to complete the coursework for a class during the time designated. Occasionally, circumstances prevent timely completion and the student may request extra time to finish the work. A form to apply for such an extension is available from the Registrar. The student, the instructor, and the Vice President of Academic and Student Affairs must sign this form.

In all cases, an "I" is given at the discretion of the instructor with the concurrence of the Vice President of Academic and Student Affairs following these guidelines:

- The student has been in attendance, is doing passing work (C- or better), and has completed a minimum of 75 percent of the course.
- For reasons beyond the student's control, and which are acceptable to the instructor, the student has been unable to complete the requirements of the course on time. In certain cases, the Vice President of Academic and Student Affairs may be requested to certify personal hardship cases.
- The instructor must set the conditions for the removal of the incomplete on an "application for incomplete" form which is provided by the Registrar. When completed by the instructor and signed by the instructor and the student, this form must be filed with the Registrar.
- The instructor determines the deadline for a student to fulfill the requirements outlined in the application for incomplete (not to exceed the last day of the following semester).
- A grade of "incomplete" that is not made up in the prescribed time will automatically become an "F".

## Methods of Determining Credit

Course credit is based on semester hours. One semester hour of credit usually represents 50 minutes of class time per week for a semester. Some courses with laboratory sessions meet for longer periods of time per semester hour of credit.

## Repeating Courses

Any course at DCC may be repeated. Only the most recent grade and credits earned for a course toward cumulative GPA calculations and graduation requirements is used. This applies for all grades including a lower grade than previous attempts. Repeated courses are denoted on a student's transcript with the use of "I" Included and "E" Excluded for the first and second attempts, respectively. Students receiving financial aid should check with the Financial Aid Office before repeating a course.

**Note:** A course that is used to satisfy the prerequisites or required courses in an Associate of Arts, Associate of Science, Associate of Applied Science or a Certificate of Applied Science must be passed with a "C-" or better. A course that is used to satisfy a general education program must be passed with a "C-" or better.

## Scholastic Honors

Students who carry a full load (12 or more semester hours) of work graded with grade points and who earn a G.P.A. of a 3.5 or higher for the semester will be placed on the Presidential Honor List.

Those students who have a G.P.A. of at least 3.25 and less than 3.50 are given honorable mention. Names of students with "I" (incomplete) grades for the semester will not be placed on these lists.

## Standards for Veterans

Any student receiving benefits from the Veterans Administration will be counseled by the certifying official about benefits, credit load, withdrawal procedures, remedial and tutorial assistance, and their own responsibilities in these matters.

### Satisfactory Progress:

Any veteran receiving educational benefits from the Veterans Administration is expected to progress satisfactorily toward an educational goal and must meet the following standards:

- Any veteran whose grade point average is 1.75 or below in any given semester will be placed on scholastic probation and will be required to receive special counseling by the certifying official before registering the next semester.
- VA educational benefits will be terminated for any veteran whose cumulative grade point average is less than 2.00 for two consecutive semesters.
- A "W" will be reported to the Veterans Administration.
- A 2.00 G.P.A. is required at the completion of 60 credits.

### Veterans Benefits

Subsistence payments from the Veterans Administration are based on the number of credit hours for which the student is registered. A minimum of 12 credit hours is required for full payment of benefits. An "Application for Education Benefits" should be filed with the VA well before the beginning of the college semester. Certificates of Eligibility must be submitted to the Registrar's Office.

### Veterans Policy

For veterans with outstanding service, policy states that all tuition and fees will be waived for any veteran who has been awarded either the Medal of Honor of the Army or the Navy's Distinguished Service Cross, or the U.S. Air Force's Distinguished Flying Cross.

### Graduation

Students who are eligible for degrees or certificates must file an application in the Registrar's office during the semester preceding the semester in which they expect to graduate. Graduation fee must be paid before the end of the semester in which you graduate.

An accumulative G.P.A. of 2.00 is needed to graduate. A student may graduate by fulfilling requirements for a certificate or degree in any DCC catalog under which the student has been enrolled as a full-time student during the five years prior to graduation. The catalog in effect at the time of matriculation will be used unless otherwise specified by the student.

A student who completes all of the degree requirements

and has at least a 3.5 to 3.74 overall G.P.A. will graduate from DCC with Honors; students with a G.P.A. of 3.75-4.00 will graduate with High Honors.

## Catalog

A student may graduate under the degree/certificate curriculum in any one DCC catalog under which she/he has been enrolled as a full-time student during the five (5) years prior to graduation. The catalog in effect at the time of matriculation will be used unless otherwise specified by the student (per the graduation application). Students who are not enrolled at DCC for twelve (12) continuous months must use the catalog in effect at the time they return to school.

## Scholastic Probation/Suspension

A student whose grade point average is 1.75 or below in any given semester will be placed on scholastic probation. This student must then consult with his/her advisor before being allowed to register for more than 12 credits. A student whose cumulative GPA remains below 2.00 after the probation semester may be suspended from school and one full semester of non-enrollment may be required.

## Tests

All tests, including final examinations which are counted as part of the instructional calendar, should be taken at the designated time. In emergency cases, the instructor's approval is required before the student is released of their exam responsibility.

## Transfer of Credits

The student who wishes to transfer his/her credits to another institution should be aware of the transfer institution's requirements. Although students receive academic advising, the student must assume the responsibility for knowing the requirements of the college to which the student will transfer.

Colleges and universities vary in their policies regarding what courses may be credited toward advanced standing. Dawson Community College has every assurance from the units of the Montana University System that courses that were properly selected and credits that were earned will be accepted.

Official transcripts of credits earned at DCC will be sent to other institutions only upon the written request of the student. Forms are available in the DCC Main Office and online. DCC reserves the right to withhold transcripts from students who have holds on their accounts. Students have the right to discuss the matter with the business office personnel to resolve any disputes.

## Montana Board of Regents of Higher Education Transfer Policy

The Montana University System (MUS) is committed to

facilitating the ease of undergraduate student transfer to its campuses, particularly in the area of general education. Therefore, all campuses of the MUS will recognize the integrity of general education programs and courses offered by units of the MUS, Montana's three publicly supported community colleges, the seven tribal colleges, and regionally accredited independent colleges in the state of Montana. All campuses in the MUS shall also recognize the integrity and transferability of the MUS transferable core.

## Procedures

### A. Campus General Education Programs:

An undergraduate student who has completed the lower division coursework in an approved general education program at one of the institutions noted above, and who transfers to another of those institutions, cannot be required to take additional general education coursework at the lower division level.

The student may be required to take additional coursework at the upper division level that is part of an approved general education program at the new campus.

### B. The MUS Transferable Core:

An undergraduate student who has completed courses identified as part of the MUS transferable core hereafter referred to as the MUS core, will be governed by the following rules.

- If the student has completed the entire 30-credit MUS core, following the operating rules approved by the Montana Board of Regents and transfers to another unit in the MUS, the student cannot be required to take additional general education courses at the lower division level.
- If that student has completed fewer than 20 MUS core credits, that student will be required to complete the approved general education program at the campus to which the student transfers. All general education transfer credits that are part of the MUS core will be reviewed for possible application in the approved general education program at the campus.
- If that student has completed 20 or more MUS core credits, that student may choose to complete either the MUS core or the approved general education program at the campus to which the student transfers. The student should make that decision in consultation with a faculty advisor.
- The student may be required to take additional coursework at the upper division level that is part of an approved general education program at the new campus.
- Transfer students and student advisors should also be familiar with the additional guidelines that have been adopted by the Montana board of regents for students who use the MUS core to satisfy their lower division general education requirement.

**C. Other 'General Education' Coursework:** An undergraduate student, in the following situations, will have his/her classes analyzed on a course-by-course basis to determine how those classes might satisfy the general education program requirements of the student's new campus:

- A student who completes postsecondary coursework outside of the MUS.
- A student who completes postsecondary coursework in the MUS that does not fall within the MUS core described in paragraph II.B of this policy.

The guarantees set out in the Procedures A and B of this policy do not apply to students in these situations. The institutions that make up the MUS are encouraged to assist those students as much as possible, however, so the intent of this policy applies to as many students and as many courses as possible.

### D. Associate of Arts and Associate of Science Degrees:

A student who has completed an Associate of Arts or an Associate of Science degree with an approved general education component package at one unit of the MUS, as defined under board policy 301.12 and transfers to another unit, cannot be required to take additional general education coursework at the lower division level.

The student may be required to take additional coursework at the upper division level that is part of an approved general education program at the new campus.

**Note:** students should be aware that Associate of Arts or Associate of Science degrees ordinarily do not have a designated field of study in their title. If they do, they may not satisfy the requirements of this policy.

Before the new institution will accept the courses, a student will have to earn a grade of "C-" or better in each of the classes described in the preceding sections.

(Montana Board of Regents of Higher Education Policy and Procedures Manual 301.10, General Education Transfer Policy: Montana University System Adopted: May 20, 2005. Revised: November 16, 2007. Issued: December 3, 2007.)



# ACADEMIC PROGRAMS





## General Education Common Core

- Core I: Communications
- Core II: Fine Arts/Humanities
  - Category I Production/Performance
  - Category II Appreciation/Theory
- Core III: Social Sciences/History
- Core IV: Natural Sciences
- Core V: Math & Computer Applications
- Core VI: Multicultural/Global Perspective

The mission of General Education Core courses is to ensure a broad based general education to all Dawson Community College students regardless of their area of study.

The goals of the General Education Core are to provide students with the opportunity to develop his/her creative and intellectual potential. Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first century challenges. Students completing the requirements of the general education common core will have met minimum learning outcomes in broad based general education with abilities in the areas of:

- Critical Thinking
- Effective Communication
- Cultural Competency
- Scientific and Mathematical Proficiency
- Information Literacy
- Mastery of Emphasis Area Content

In determining the core requirements cited below, the Dawson Community College General Education Assessment Committee reviewed the Montana University System General Education Core criteria as guidelines to determine the common core for our transfer students. Please note in some cases an individual course may transfer to one school, but not another.

Both the AA and AS degrees utilize a common core, this means that the general education requirements are the same for both degrees. No course may be used to satisfy the requirement for more than one core. Courses taken in addition to the common core will determine whether the degree will be an AA or an AS.

### Core I Communications

#### 6 credit hours

The Communications core supports the student achievement of junior level transfer to a university. It also provides a vital component of the occupational skills curriculum and promotes life-long learning opportunities. Students are provided with knowledge and skills that will aid in the accomplishment of life goals. The student will be able to accomplish four or more of the following:

- Communicate in standard American English;
- Write extended essays and speeches which effectively develop and support theses, narratives, events, and/or express feelings, insights, and personal values;
- Incorporate and cite research materials into informative and analytical communication;
- Demonstrate the ability to communicate effectively with a variety of audiences;
- Demonstrate effective listening skills by critiquing the communication of others.

### Core I Graduation Requirements

Required:

- WRIT101 College Writing I 3cr

Select one course from the following:

- COMX111 Intro to Public Speaking
- COMX115 Intro Interpersonal Communications
- WRIT201 College Writing II
- WRIT202 College Writing III

### Core II

#### Fine Arts and Humanities

#### 6 credit hours

The Fine Arts and Humanities core is designed to facilitate and prepare transfer students to achieve junior level status at a senior institution. The curriculum explores those components of the liberal arts education related to literature, visual arts, music, theater, humanities, ethics, and philosophy. Parallel courses in theory and performance provide a complete experience within these vital components of higher education. These courses supplement occupational programs, provide and promote lifelong learning, and achieve basic knowledge of the creative endeavors of humanity.

The student will be able to accomplish two or more of the following:

#### Category I Production and Performance:

- Demonstrate the technical and expressive skill, methods, practice, and production of a fine art form.
- Demonstrate an aspiration and appreciation for the beneficial application of traditional and experimental inquiry, focused practice, and the conceptual precepts of the creative process in developing a fine art work.

#### Category II Appreciation and Theory:

- Articulate an understanding of the basic elements, principles, and practices of a fine art during the historic eras of its development and its relationship to other academic disciplines and applied fields.
- Compare and contrast world cultures, their global influence, social beliefs, and their practices and production of works of art.

- Explain the important insights works of art have contributed to the expression and understanding of human capabilities, dilemmas, and aspirations.
- Discuss great works of art which have decisively influenced or been influenced by the course of history.
- Describe and critically assess prominent theories on the nature of reality, and the qualities and requirements of a meaningful life.

### Category I and II:

- Make informed observations and evaluations concerning the aesthetic, entertainment, intellectual, and social value of a work of art.
- Demonstrate an appreciation of the creative process.
- Demonstrate empathy for the personal in the universal, as revealed in the fine arts and humanities. Formulate and articulate a tentative personal philosophy of life, after reflecting on important personal experiences, and the way family and culture have shaped one's beliefs in light of the models and theories of human behavior one has encountered in their studies.

### Select three credits from each Category

#### Category I: Production/Performance 3cr

- ARTH101 Foundations of Art 3cr
- ARTZ100 Beginning Art 3cr
- ARTZ105 Visual Language – Drawing 3cr
- ARTZ106 Visual Language – 2D Fnds 3cr
- ARTZ108 Visual Language – 3D Fnds 3cr
- ARTZ211 Drawing I – Figure 3cr
- ARTZ212 Drawing Studio 3cr
- ARTZ214 Illustration 3cr
- ARTZ221 Painting I 3cr
- ARTZ222 Painting Studio 3cr
- ARTZ224 Watercolor I 3cr
- ARTZ225 Watercolor Studio 3cr
- ARTZ231 Ceramics I 3cr
- CRWR240 Intro to Creative Writing 3cr
- MUSI103 Fund of Musical Creation 3cr
- MUSI112 Choir: Dawson 1cr
- MUSI114 Band: Dawson 1cr
- MUSI115 Drumline I 1cr
- MUSI135 Keyboard Skills I 1cr
- MUSI136 Keyboard Skills II 1cr
- MUSI147 Choral Ensemble: Dawson 1cr
- MUSI160 Beginning Guitar 1cr
- MUSI195 Applied Music I 1cr
- MUSI212 Choir II: Dawson 1cr
- MUSI214 Band: Dawson 1cr
- MUSI215 Drumline II 1cr
- MUSI235 Keyboard Skills III 1cr
- MUSI236 Keyboard Skills IV 1cr
- MUSI262 Chamber Ensembles II 1cr
- MUSI295 Applied Music II 1cr
- THTR108 Theater Experience 1cr

### Category II: Appreciation/Theory 3cr

- ARTH101 Foundations of Art 3cr
- ARTH160 Global Visual Culture: 3cr
- ARTH200 Art of World Civilization I 3cr
- ARTH201 Art of World Civilization II 3cr
- ARTZ106 Visual Language – 2D Fnds 3cr
- ARTZ108 Visual Language – 3D Fnds 3cr
- LIT110 Introduction to Literature 3cr
- LIT210 American Literature I 3cr
- LIT211 American Literature II 3cr
- LIT220 British Lit Medieval to Renaissance 3cr
- LIT223 British Literature I 3cr
- LIT224 British Literature II 3cr
- LIT230 World Literature Survey 3cr
- LIT231 Ancient to Renaissance World Literature 3cr
- LIT233 Classical Foundations of Lit 3cr
- LIT285 Mythologies 3cr
- LSH101 Humanities Contemporary 3cr
- LSH201 Intro to Humanities 3cr
- MUSI101 Enjoyment of Music 3cr
- MUSI103 Fund of Musical Creation 3cr
- MUSI106 Music Theory II 3cr
- MUSI202 Intro to Music Literature 3cr
- MUSI203 American Popular Music 3cr
- PHL101 Introduction to Philosophy 3cr
- PHL110 Introduction to Ethics 3cr
- THTR101 Introduction to Theater 3cr

### Core III

#### Social Sciences/History

#### 6 credit hours

Students will study people and institutions, and the forces and movements that affect them. This knowledge will help us understand history so we can anticipate the future with more clarity. The perspectives and methods of the social sciences provide a basic foundation for understanding, evaluating, and decision-making related to the human phenomena and experience. These courses support transfer to senior institutions and supplement the occupational program curricula and lifelong learning.

The student will demonstrate mastery in the following areas:

- Describe the major focuses/purposes of the social sciences (psychology, sociology, history, geography, and economics);
- Name at least two major social institutions and describe their impacts on the daily existence of individual;
- Gather information, analyze data, and draw conclusions in selected areas of the social sciences;
- Synthesize ideas and information explaining historical events, their causes and some of their consequences;
- Analyze human ideas and behaviors behind selected social institutions for historical and cultural meaning; and,

- Apply the concepts used to describe relationships between humans, organizations, and the environment.

**Select courses from the following** (two different disciplines must be represented):

- ANTY101 Anthro & Human Exp 3cr
- CJUS121 Intro to Criminal Justice 3cr
- ECNS201 Principles Microeconomics 3cr
- ECNS202 Principles Macroeconomics 3cr
- GPHY141 Geography World Regions 3cr
- HSTA101 American History I 3cr
- HSTA102 American History II 3cr
- HSTA160 Intro to American West 3cr
- HSTR101 Western Civilization I 3cr
- HSTR102 Western Civilization II 3cr
- NASX105 Intro Native Am Studies 3cr
- PSCI210 Intro American Govt 3cr
- PSCI260 Intro State/Local Govt 3cr
- PSYX100 Intro to Psychology 3cr
- PSYX230 Developmental Psychology 3cr
- PSYX272 Educational Psychology 3cr
- SOCI101 Introduction to Sociology 3cr
- SOCI201 Social Problems 3cr

## Core IV

### Natural Sciences

#### 7 credit hours

The natural science core provides the student with the fundamental concepts of physical and biological sciences. These will be broad-based courses that introduce a student to the field of science. Students must take at least one designated laboratory course selected from physics, chemistry, geography, geology, or biology to provide direct experience with scientific inquiry.

The goals of the natural science core curriculum are to enable the student to accomplish two or more of the following:

- Define the fundamental concepts of modern science through courses in the natural sciences;
- Continue education in scientifically oriented fields at senior institutions;
- Identify and solve problems using methods of the discipline;
- Gather empirical data through scientific experimentation and analyze this data to make predictions about the natural world;
- Demonstrate how the scientific method is used to develop scientific knowledge.

**Select courses from the list below:**

#### Courses with labs:

- BIOB160 Principles of Living Systems 3cr
- BIOB161 Prin Living Systems Lab 1cr
- BIOB170 Prin Biological Diversity 3cr

- BIOB171 Prin Biological Div Lab 1cr
- BIOB101 Discover Biology 3cr
- BIOB102 Discover Biology Lab 1cr
- BIOB110 Plant Science 3cr
- BIOH201 Hum Anatomy/Physio I 3cr
- BIOH202 Hum Anatomy/Physio I Lab 1cr
- BIOH211 Hum Anatomy/Physio II 3cr
- BIOH212 Hum Anatomy/Phys II Lab 1cr
- BIOM250 Microbiology Health Sci 3cr
- BIOM251 Microbio Health Sci Lab 1cr
- CHMY121 Intro General Chemistry 3cr
- CHMY122 Intro Gen Chemistry Lab 1cr
- CHMY123 Intro Organic/Biochem 3cr
- CHMY124 Intro Organic/Bio Lab 1cr
- CHMY141 College Chemistry I 4cr
- CHMY142 College Chemistry Lab I 1cr
- CHMY143 College Chemistry II 4cr
- CHMY144 College Chemistry Lab II 1cr
- GEO101 Intro Physical Geology 3cr
- GEO102 Intro Physical Geology Lab 1cr
- GEO125 Intro Dinosaur Paleo 3cr
- GEO126 Intro to Dinosaur Paleo Lab 1cr
- GPHY111 Intro Physical Geography 3cr
- GPHY112 Physical Geography Lab 1cr
- PHSX105 Fundamentals Physical Sci 3cr
- PHSX106 Fund Physical Sci Lab 1cr
- PHSX121 Fund of Physics I w/lab 5 cr
- PHSX123 Fund of Physics II w/lab 5 cr
- PHSX220 Physics I 3cr
- PHSX221 Physics I Lab 1cr
- PHSX222 Physics II 3cr
- PHSX223 Physics II Lab 1cr

#### Courses without labs:

- CJUS125 Fund of Forensic Science 3cr
- GEO111 Dinosaurs 3cr
- ENSC105 Environmental Science 3cr

## Core V

### Mathematics & Computer Apps

#### 6 credit hours

Comprehension of elementary quantitative concepts, development of quantitative reasoning skills, and the ability to reasonably ascertain the implications of quantitative information are the goals of the mathematics courses. This will include classes that prepare the student for transfer to a senior institution, as well as introductory classes to prepare students for college level classes and/or a certificate program. Based on placement testing, some courses in the Math Core may require a co-requisite model. Students take the college level course at the same time they take additional lab time. Upon satisfaction of both the course and lab, the student earns the college-level math credit on their transcript.

The computer applications core requirement supports

the needs of all students to be computer literate in our technological world. The curriculum supports the requirements of transfer students, occupational students and the community for lifelong learning. Information retrieval, communications, and e-commerce require that the mission of the college support the basic need for knowledge and skills in computer applications.

Sub-100 classes are intended to help students achieve a level of knowledge and skill that will help insure successful performance in higher-level courses. These courses cannot be used for graduation as Math or English requirements.

Upon completion of Core V, students will be able to:

- Apply acquired skills to other courses;
- Reason analytically and quantitatively;
- Think critically and independently about mathematical situations;
- Understand the quantitative aspects of current events;
- Make informed decisions that involve interpreting quantitative information;
- Create, edit, format, save, and print documents in common software applications;
- Use Internet tools to research and communicate electronically.

#### Select courses from the list below:

- M105 Contemporary Math 3cr
- M121 College Algebra 4cr
- M132 Numbers & Operations for K-8 Teachers 3cr
- M133 Geometry & Measurement K-8 Teachers 3cr
- M151 Pre-calculus 4cr
- M171 Calculus I 5cr
- M172 Calculus II 5cr
- M234 Higher Math for K-8 Teachers 3cr
- M273 Multivariable Calculus 4cr
- M274 Differential Equations 3cr
- STAT216 Introduction to Statistics 4cr

#### Computer Course (required)

- CAPP131 Basic MS Office 3cr

### Core VI

#### Multicultural/Global Perspective

##### 3 credit hours

Graduates of Dawson Community College face an ever changing and increasingly complex world. An understanding of, and sensitivity to, other cultural perspectives prepares them to function in the global community. Multicultural courses focus on cultures that differ substantially from the dominant U.S. culture and/or western European influences. The values and belief systems of these cultures are explored and interaction among cultures is examined. Multicultural global perspective courses address ethical, economic, religious,

and political relationships among interacting cultures.

Upon completion of Core VI, students will be able to:

- Describe various belief systems as to their significance in shaping culture's values and norms.
- Discuss ethnocentrism and how it impacts cross-cultural communication.
- Describe the significance of the core areas of ancient civilizations; to include China, India, Mesopotamia, Egypt, and the Americas.
- Analyze the structural relationship in multicultural societies with regard to power and influence.

#### Select courses from the list below:

- ANTY101 Anthro & Human Exp 3cr
- ARTH160 Global Visual Culture 3cr
- ARTH200 Art of World Civilization I 3cr
- ARTH201 Art of World Civilization II 3cr
- EDU211 Multicultural Education 3cr
- EDU231 Literature & Literacy Child 3cr
- GPHY141 Geography World Regions 3cr
- HSTR160 Modern World History 3cr
- HSTR286 World Religions & Society 3cr
- LIT230 World Literature Survey 3cr
- LIT231 Ancient to Renaissance World Literature 3cr
- LIT285 Mythologies 3cr
- LSH201 Intro to Humanities 3cr
- MUSI101 Enjoyment of Music 3cr
- MUSI103 Fund of Musical Creation 3cr
- MUSI202 Intro to Music Literature 3cr
- MUSI203 American Popular Music 3cr
- NASX105 Intro to Native Am Studies 3cr
- SIGN120 Sign Language I 3cr
- SOCI101 Intro to Sociology 3cr
- SOCI201 Social Problems 3cr
- SOCI236 Intro Race/Ethnic Relations 3cr
- SPNS101 Elementary Spanish I 4cr
- SPNS102 Elementary Spanish II 4cr
- THTR101 Introduction to Theater 3cr

### Curriculum Transfer Plans

#### Associate of Arts and Associate of Science

The Associate of Arts (AA) and Associate of Science (AS) are transfer degrees that are awarded without designation of major, but do follow curriculum transfer plans. These degrees indicate that a student has completed a course of study that is essentially equivalent to the first two years of a baccalaureate degree. Usually, the AA degree is the best choice for students majoring in humanities, liberal arts or the social sciences; the AS degree is usually the best option for students majoring in math, science, engineering or business. Students who are seeking an AA or AS degree must complete the general education core requirements and transfer credits to fulfill the 60 credits needed for the degree.



**AA and AS Transfer Degree Requirements:**

- 34 credit hours of General Education Core courses;
- 9 credits from AA or AS disciplines depending on transfer degree being pursued;
- Maximum of 8 credits from ACT/ACTV will allowed to be used for free-electives;
- 60 credit hours in courses numbered 100 or above;
- 2.00 GPA;
- Minimum of 20 credits completed at DCC.
- CAPP131 Basic MS Office
- WRIT101 College Writing
- DCC101 Dawson College Success

Students may follow the curriculum suggested in one of the areas of concentration listed below. If a student wishes to earn an additional Associate Degree, the student must take an additional 15 credits. Nine of these 15 must be taken from the AA/AS concentration of the second degree. If a student wishes to earn an A.A. or A.S. degree along with an A.A.S. degree, the student must complete the 60-credit requirement for the transfer degree along with the A.A.S. program requirements. Some core classes may overlap and count for both degrees.

Curriculum transfer plans are included for most major fields of study to facilitate the completion of course requirements toward transfer into higher education degree (BA/BS) programs. The courses listed are suggested for their high potential to transfer. Students who are planning to transfer should obtain a catalog from the university they wish to attend. They should then work with a DCC advisor to assure that the proper courses are being taken. Together the student and advisor will select courses that will fit into the program at the transfer institution.

In all instances, students considering a specific transfer area should:

- Determine, as soon as possible, the school to which one wishes to transfer and obtain a catalog from that school.
- Study the entrance requirements and find the specific course requirements for freshmen and sophomores in the major field of interest.
- Upon being assigned a DCC faculty advisor, meet with him/her to determine the DCC and senior institution requirements.
- Confer, either by letter or by personal interview, with an admissions officer or department chair of the university program for further information about curriculum and transfer regulations.
- A semester before the transfer, check with the senior institution to confirm that all requirements have been satisfactorily met.
- Check with the senior institution for specific directions regarding where to send the DCC transcript, how to apply for admission, and if there are any special requirements such as minimum

GPA or special tests which could be a part of their entrance requirements.

**Associate of Arts****Areas of Concentration**

An AA designated degree will require a concentration of nine (9) credits beyond the General Education Core requirements from:

- Art
- Chemical Dependency Counseling
- Communications
- Elementary Education *Emphasis*
- Secondary Education *Emphasis*
- English
- History
- Music
- Physical Education
- Political Science
- Psychology
- Sociology

**Associate of Arts****Curriculum Plans and General Education Core Requirements**

Students must complete the college general education core requirements consisting of 34 credit hours and a minimum of nine additional credits in AA disciplines for an Associate of Art degree.

The courses listed in each area are reflective of those most commonly required in preparation for transfer to another college or university. When selecting courses, students should consult the catalog of the school to which they intend to transfer.

**Art (Visual Art) – Curriculum Plan AA (suggested)**

The art curriculum at DCC prepares students for transfer to baccalaureate level institutions which offer terminal degrees in art and other areas of study. Those pursuing degrees in graphic design, fine arts, art education, and general education are encouraged to select, in consultation with their advisor, from the courses listed below. Students who wish to pursue art for personal enrichment are encouraged to participate in our program offerings. Art professionals are employed in a variety of occupational fields including, but not limited to the following: advertising, gallery and museum specialties, publishing, medical illustrators, set designers, interior design specialists, landscape designers, art therapists, art educators, and as fine artists.

**Suggested Courses/Credits (some may satisfy General Education Core Requirements)**

- ARTH101 Foundations of Art 3cr
- ARTH160 Global Visual Culture 3cr
- ARTH200 Art of World Civilization I 3cr



- ARTH201 Art of World Civilization II 3cr
- ARTZ105 Visual Language – Drawing 3cr
- ARTZ211 Drawing I – Figure 3cr
- ARTZ212 Drawing Studio 3cr
- ARTZ221 Painting I 3cr
- ARTZ222 Painting Studio 3cr
- ARTZ224 Watercolor I 3cr
- ARTZ225 Watercolor Studio 3cr
- GDSN250 Graphic Design I 3cr
- HSTR101 Western Civilization I 3cr
- HSTR102 Western Civilization II 3cr
- LIT110 Intro to Lit 3cr
- LSH101 Humanities Contemporary 3cr
- PSYX100 Intro to Psychology 3cr
- SOCI101 Intro to Sociology 3cr
- SPNS101 Elementary Spanish I 4cr
- SPNS102 Elementary Spanish II 4cr

### Chemical Dependency Counseling (mandatory and suggested)

Montana has a continuing need of entry-level chemical dependency and addiction counselors who can earn licensure. This online (Moodle) program is designed to meet the education requirements for the State of Montana's Licensed Addiction Counselor. This program provides current knowledge and is updated for new licensure requirements.

Upon completion, students will:

- Understand, through application, the clinical assessment of addictions.
- Administer, score, and interpret the results of screening and assessment instruments.
- On the basis of screening and assessments, arrive at clinical diagnosis.
- Understand the importance of diagnosis and its role in the treatment process.
- Understand the basic principles of individual and group counseling for addictions.
- Demonstrate an understanding of the pharmacology of drugs.

State licensure requires a clinical internship and taking the National Certified Addiction Counselor I or II (NCAC) board exam.

Completion of this curriculum indicates the graduate has acquired the necessary skills for entry-level employment. Following successful completion of this program, 1,000 hours of supervised work experience in a state-licensed substance abuse program is required in order to apply for the Montana Licensed Addiction Counselor's test. (This requirement is subject to change).

Students who earn the designated Associate of Arts Degree in Chemical Dependency Counseling may also

desire to transfer to a university to gain a Bachelor's degree in Chemical Dependency studies.

Out-of-state students should check their State's general licensing criteria.

### Chemical Dependency Counseling Plan of Study

#### Freshman Year

##### Fall Semester – 17 credits

DCC101 Dawson College Success	1cr
CAPP131 Basic MS Office	3cr
CAS233 Chem Dep/Add Counseling	3cr
CAS260 Addiction Assess/Document	4cr
PSYX100 Intro to Psychology	3cr
WRIT101 College Writing I	3cr

#### Freshman Year

##### Spring Semester – 15-18 credits

CAS231 Pharmacology in Addictions	2cr
CAS252 Gambling/Gaming Disorders	2cr
CAS254 Co-Occurring Disorders	2cr
Core III Social Sciences/History	3cr
SOCI101 Intro Sociology	3cr
Core V Math	3-5cr

#### Sophomore Year

##### Fall Semester – 15 credits

Core IV Natural Science	3cr
Core IV Natural Science Lab	1cr
CAS256 Addiction Counseling II	3cr
CAS265 Multicultural Competence	2cr
Core I Communications	3cr
Core: Choose 3cr of Core II or IV	3cr

#### Sophomore Year

##### Spring Semester – 13 credits

CAS262 Addiction Treatment	2cr
CAS268 Alcohol/Drug Studies	2cr
PSYX240 Fund Abnormal Psychology or	
PSYX230 Developmental Psychology	3cr
Core: Choose 6cr of Core II or IV	6cr

### Communications – Curriculum Plan AA (suggested)

A communications curriculum provides an interested student with a sound base in a variety of perspectives including speaking, writing, and the delivery of media messages.

#### Suggested Courses/Credits (some may satisfy General Education Core Requirements)

- STAT216 Introduction to Stats
- WRIT201 College Writing II
- WRIT202 College Writing III

### Education – Elementary – Emphasis

The following curriculum will help students prepare

for the pursuit of a baccalaureate degree in elementary education. Related areas are pre-K, kindergarten, special education, and middle school endorsement. Please work with your academic advisor on pathways that have been developed for transfer.

**Suggested Courses/Credits** (some may satisfy General Education Core Requirements)

#### Freshman Year

##### Fall Semester – 14-15 credits

DCC101 Dawson College Success	1cr
CAPP131 Basic MS Office or WRIT101 College Writing I	3cr
EDU201 Intro to Education	4cr
Core IV Natural Science	3-4cr
M132 Numbers & Ops for K-8	3cr

#### Freshman Year

##### Spring Semester – 15-16 credits

CAPP131 Basic MS Office or WRIT101 College Writing I	3cr
Core IV Natural Science	3-4cr
M133 Geometry & Measurements	3cr
PSYX100 Intro to Psychology	3cr
HTH201 Health Issues for Educators	3cr

#### Sophomore Year

##### Fall Semester – 15 credits

Core II Fine Arts & Humanities	3cr
Core III Any history	3cr
M234 Higher Math for K-8	3cr
PSCI210 Intro to American Govt	3cr
Elective	3cr

#### Sophomore Year

##### Spring Semester – 15 credits

EDU222 Educ Psyx & Child Dev	3cr
EDU231 Lit & Literacy for Children	3cr
Core I Communications	3cr
Core II Fine Arts & Humanities	3cr
Electives	3cr

### Education – Secondary Education – Emphasis

The following curriculum will help students prepare for the pursuit of a baccalaureate degree in secondary education. Please work with your academic advisor and the catalog of the transfer institution to determine specific courses that should be taken.

**Suggested Courses/Credits** (some may satisfy General Education Core Requirements)

#### Freshman Year

##### Fall Semester – 14-15 credits

DCC101 Dawson College Success	1cr
WRIT101 College Writing I	3cr
EDU201 Intro to Education	4cr

CAPP131 Basic MS Office	3cr
Core IV Natural Science	3-4cr

#### Freshman Year

##### Spring Semester – 15-18 credits

Core III Social Sciences/History	3cr
Core IV Natural Science	3-4cr
Core V Math	3-5cr
HTH201 Health Issues for Educators	3cr
Elective	3cr

#### Sophomore Year

##### Fall Semester – 15 credits

Core II Fine Arts & Humanities	3cr
Core III Social Science/History	3cr
Core I Communications	3cr
Elective	6cr

#### Sophomore Year

##### Spring Semester – 15-18 credits

EDU222 Educ Psyx & Child Dev	3cr
EDU231 Lit & Literacy for Children	3cr
Core II Fine Arts & Humanities	3cr
Electives in Area of Study	6cr+

### English – Curriculum Plan AA (suggested)

The curriculum provides students with a basic foundation in academic and practical writing with the options of exploring creative writing and the critical analysis of literature. Students with an English degree often pursue careers in law, professional writing, teaching, public relations, editing for the publishing industry, creating handbooks for the business world and writing news reports.

**Suggested Courses/Credits** (some may satisfy General Education Core Requirements)

- EDU231 Literature & Literacy Child 3cr
- CRWR240 Intro to Creative Writing 3cr
- LIT110 Intro to Lit 3cr
- LIT210 American Lit I 3cr
- LIT211 American Lit II 3cr
- LIT223 British Lit I 3cr
- LIT224 British Lit II 3cr
- LIT285 Mythologies 3cr
- LSH101 Humanities Contemporary 3cr
- SPNS100 Conversational Spanish 2cr
- SPNS101 Elementary Spanish I 4cr
- WRIT202 College Writing III 3cr

### History – Curriculum Plan AA (suggested)

History majors usually pursue careers in education, public service, writing, or law. The following curriculum will help students prepare for the pursuit of a baccalaureate degree in History. Students should consult with their advisers before choosing courses in order to verify their transferability and applicability to the institution and program into which they expect to transfer.

**Suggested Courses/Credits** (some may satisfy General Education Core Requirements)

- ECNS201 Principles Microeconomics 3cr
- ECNS202 Principles Macroeconomics 3cr
- GPHY141 Geography World Regions 3cr
- HSTA101 American History I 3cr
- HSTA102 American History II 3cr
- HSTA111 American Civil Rights Mvmt. 1cr
- HSTA255 Montana History 3cr
- HSTR101 Western Civilization I 3cr
- HSTR102 Western Civilization II 3cr
- LSH101 Humanities Contemporary 3cr
- NASX105 Intro Native Am Studies 3cr
- PSCI210 Intro American Govt 3cr
- PSCI260 Intro to State & Local Govt 3cr
- PSYX100 Intro to Psychology 3cr
- SOCI101 Intro to Sociology 3cr
- SPNS101 Elementary Spanish I 4cr
- SPNS102 Elementary Spanish II 4cr

**Music – Curriculum Plan AA (suggested)**

Enrollment in the following courses will prepare the student for transfer to a baccalaureate level music program in music education, performance, business, therapy, technology, studio recording, or elementary education with a music option. Students should consult their advisor for a plan of study that meets their programmatic needs.

**Suggested Courses/Credits** (some may satisfy General Education Core Requirements)

- EDU201 Introduction to Education 4cr
- EDU211 Multicultural Ed 3cr
- EDU222 Educational Psychology 3cr
- MUSI101 Enjoyment of Music 3cr
- MUSI103 Fund of Musical Creation 3cr
- MUSI105 Music Theory I 3cr
- MUSI106 Music Theory II 3cr
- MUSI112 Choir I: Dawson 1cr
- MUSI114 Band I: Dawson 1cr
- MUSI115 Drumline I 1cr
- MUSI140 Aural Perception I 2cr
- MUSI141 Aural Perception II 2cr
- MUSI195 Applied Music I 1cr
- MUSI202 Intro Music Literature 3cr
- MUSI203 American Popular Music 3cr
- MUSI205 Music Theory III 3cr
- MUSI206 Music Theory IV 3cr
- MUSI207 World Music 3cr
- MUSI212 Choir II: Dawson 1cr
- MUSI214 Band II: Dawson 1cr
- MUSI215 Drumline II 1cr
- MUSI240 Aural Perception III 2cr
- MUSI241 Aural Perception IV 2cr
- MUSI295 Applied Music II 1cr
- MUST118 MIDI Sequencing 3cr
- MUST120 Intro to Studio Recording 3cr

- MUST215 Studio Recording 3cr
- MUST299 Capstone Project 3cr
- PSYX100 Intro to Psychology 3cr
- PSYX230 Developmental Psych 3cr

**Physical Education – Curriculum Plan AA (suggested)**

A student majoring in physical education may pursue work as a K-12 teacher, a recreation director, fitness trainer, athletic coach, sports trainer, or in other related fields. When planning to transfer to a baccalaureate institution, students should check specific requirements at the school of their choice and include selection of a minor area of study along with a physical education major.

**Suggested Courses/Credits** (some may satisfy General Education Core Requirements)

- BIOH201 Hum Anatomy & Physio I 3cr
- BIOH202 Hum Anatomy & Physio I Lab 1cr
- ECP100 First Aid & CPR 1cr
- EDU201 Intro to Education with Field Experience 4cr
- EDU222 Educational Psychology and Child Development 3cr
- NUTR221 Basic Human Nutrition
- PSYX100 Intro to Psychology 3cr
- PSYX230 Developmental Psychology 3cr

**Political Science – Curriculum Plan AA (suggested)**

Political Science is the study of politics, government, and public affairs. It provides the student with knowledge and understanding of the theory, organization, functions, and processes of domestic and international governance. Potential employment opportunities include campaign manager/assistant, policy analyst/public affairs specialist, community development specialist, public servant, social studies teacher, or pre-law.

**Suggested Courses/Credits** (some may satisfy General Education Core Requirements)

- ARTH101 Foundations of Art 3cr
- ARTZ105 Visual Language-Drawing 3cr
- BIOB101 Discover Biology 3cr
- BIOB102 Discover Biology Lab 1cr
- BIOB160 Principles of Living Systems 3cr
- BIOB161 Prin Living Systems Lab 1cr
- CAPP131 Basic MS Office 3cr
- ECNS201 Prin of Microeconomics 3cr
- ECNS202 Prin of Macroeconomics 3cr
- ENSC105 Environmental Science 3cr
- GPHY111 Intro Physical Geography 3cr
- GPHY112 Intro Physical Geog Lab 1cr
- GPHY141 Geography World Regions 3cr
- HSTA101 American History I 3cr
- HSTA102 American History II 3cr
- M121 College Algebra 4cr

- M105 Contemporary Math 3cr
- NASX105 Intro Native Am Studies 3cr
- PHL101 Intro to Philosophy 3cr
- PHL110 Introduction to Ethics 3cr
- PSCI210 Intro American Govt 3cr
- PSCI260 Intro to State and Local Govt 3cr
- PSYX100 Intro to Psychology 3cr
- SOCI101 Intro to Sociology 3cr
- SOCI201 Social Problems 3cr
- SPNS101 Elementary Spanish I 4cr
- SPNS102 Elementary Spanish II 4cr
- STAT216 Introduction Statistics 4cr

### **Psychology – Curriculum Plan AA (suggested)**

The curriculum focuses on understanding individual behavior – relationships among the physical world (biology and behavior), thought, emotion, memory, and spirit. Psychology majors may pursue many potential avenues of study and employment, including: counseling (mental health, school, and addiction), or specialties in psychology such as physiological, cognitive, and behavioral.

**Suggested Courses/Credits** (some may satisfy General Education Core Requirements)

- BIOB160 Principles of Living Systems 3cr
- BIOB161 Prin of Living Systems Lab 1cr
- PSYX100 Introduction to Psychology 3cr
- PSYX230 Developmental Psychology 3cr
- SOCI101 Introduction to Sociology 3cr
- SOCI260 Intro Juvenile Delinquency 3cr
- SOCI201 Social Problems 3cr
- SOCI206 Deviant Behavior 3cr
- STAT216 Introduction to Statistics 4cr

### **Sociology – Curriculum Plan AA (suggested)**

Sociology is the study of human behavior in groups. Human interaction is examined within the context of cultures, social structures, social institutions, and the socialization process. The self and social roles integrate individuals into the fabric of society. Individuals with a sociology background can find employment in nearly all walks of life, including business, agricultural organizations, labor relations, industrial research, market analysis, and academic institutions. Many graduates in sociology find their way into the fields of social work and criminal justice.

**Suggested Courses/Credits** (some may satisfy General Education Core Requirements)

- ANTY101 Anthro & Human Exp 3cr
- ARTH101 Foundations of Art 3cr
- BIOB101 Discover Biology 3cr
- BIOB102 Discover Biology Lab 1cr
- BIOB160 Principles of Living Systems 3cr
- BIOB161 Prin of Living Systems Lab 1cr
- CAPP131 Basic MS Office 3cr
- CJUS121 Intro to Criminal Justice 3cr

- GPHY111 Intro Physical Geography 3cr
- GPHY112 Intro Physical Geog Lab 1cr
- GPHY141 Geography World Regions 3cr
- ENSC105 Environmental Science 3cr
- M121 College Algebra 4cr
- M105 Contemporary Math 3cr
- NASX105 Intro to Native Am Studies 3cr
- PHL101 Intro to Philosophy 3cr
- PHL110 Introduction to Ethics 3cr
- PSCI210 Intro American Govt 3cr
- PSYX100 Intro to Psychology 3cr
- SOCI101 Intro to Sociology 3cr
- SOCI201 Social Problems 3cr
- SOCI206 Deviant Behavior 3cr
- SOCI211 Intro to Criminology 3cr
- SOCI215 Intro Sociology of Family 3cr
- SOCI241 Intro to Social Psychology 3cr
- SOCI246 Intro to Rural Sociology 3cr
- SOCI260 Intro Juvenile Delinquency 3cr
- STAT216 Introduction to Statistics 4cr

### **Associate of Science**

#### **Areas of Concentration**

An AS designated degree will require a concentration of nine (9) credits beyond the General Education Core requirements from:

- Accounting
- Agriculture
- Allied Health/Nursing
- Biology
- Business Administration
- Chemistry
- Criminal Justice
- Geology/Environmental Science
- Mathematics
- Pharmacy
- Physics

### **Associate of Science**

#### **Curriculum Plans and General Education Core Requirements**

Students must complete the college general education core requirements consisting of 34 credit hours and a minimum of nine additional credits in AS disciplines for an Associate of Science degree.

The courses listed in each area are reflective of those most commonly required in preparation for transfer to another college or university. When selecting courses, students should consult the catalog of the school to which they intend to transfer.

#### **Accounting – Curriculum Plan AS (suggested)**

Accounting remains an essential priority for all types of organizations since it provides the information required for



informed financial decisions and planning. Students who are interested in an accounting degree should complete the following courses in order to be prepared to transfer into an accounting program at a senior institution. The suggested courses will help students improve their skills for processing information, analytical thinking, interpersonal relations and communications. Career possibilities could include accountant, financial analyst or planner, stock analyst or broker, bank officer or auditor.

**Suggested Courses/Credits** (some may satisfy General Education Core Requirements)

- ACTG201 Principles Financial Acctg I 3cr
- ACTG202 Prin Managerial Acctg 3cr
- BGEN105 Introduction to Business 3cr
- CAPP136 Basic MS Excel 3cr
- ECNS201 Prin of Microeconomics 3cr
- ECNS202 Prin of Macroeconomics 3cr
- M121 College Algebra 4cr
- PSYX100 Intro to Psychology 3cr
- SOCI101 Introduction to Sociology 3cr
- STAT216 Introduction to Statistics 4cr

**Agriculture – Curriculum Plan AS (suggested)**

Students who are interested in an agriculture transfer program should complete the following courses in order to be prepared to transfer into an agriculture-related program at a baccalaureate institution. Such programs may focus on animal science, crop and soil science, agricultural mechanics, agricultural economics, or agribusiness management.

**Suggested Courses/Credits** (some may satisfy General Education Core Requirements)

- ACTG201 Prin of Financial Acctg 3cr
- AGBE105 Ag Marketing
- AGBE210 Econ Agricultural Business 3cr
- ANSC100 Introduction to Animal Sci 3cr
- ANSC202 Livestock Feed Nutrition 4cr
- ANSC265 A & P of Domestic Animals 3cr
- ANSC266 A & P of Domestic Ani Lab 1cr
- BIOB110 Plant Science 3cr
- BIOB160 Principles of Living Systems 3cr
- BIOB161 Prin of Living Systems Lab 1cr
- CHMY121 Intro General Chemistry 3cr
- CHMY122 Intro General Chem Lab 1cr
- ECNS201 Prin Microeconomics 3cr
- ECNS202 Prin Macroeconomics 3cr
- M105 Contemporary Math 3cr
- M121 College Algebra 4cr
- NRSM101 Natural Res Conservation 3cr
- NRSM102 Montana Range Plants 1cr
- SOCI101 Introduction to Sociology 3cr
- STAT216 Introduction to Statistics 4cr

**Allied Health/Nursing – Curriculum Plan AS (suggested)**

Completion of the following courses will prepare the student for transfer into a medical science program. This program could be at a four-year school or a technical school that provides training in a specific medical field. Career options include, but are not limited to, the following: Nursing, Respiratory Therapy, X-Ray Technology, Dental Hygiene, Laboratory Assistant, and Physical Therapy. DCC has an articulation agreement in Nursing with Montana Tech of the University of Montana, Butte.

**Suggested Courses/Credits** (some may satisfy General Education Core Requirements)

- BIOH201 Hum Anatomy & Physio I 3cr
- BIOH202 Hum Anatomy & Physio I Lab 1cr
- BIOH211 Hum Anatomy & Physio II 3cr
- BIOH212 Hum Anatomy & Phys II Lab 1cr
- BIOM250 Microbiology Health Sci 3cr
- BIOM251 Microbio Health Sci Lab 1cr
- CHMY121 Intro General Chemistry 3cr
- CHMY122 Intro General Chem Lab 1cr
- CHMY123 Intro Organic & Biochem 3cr
- CHMY124 Intro Organic Bio Chem Lab 1cr
- M121 College Algebra 4cr
- PHL110 Introduction to Ethics 3cr
- PSYX100 Intro to Psychology 3cr
- PSYX230 Developmental Psychology 3cr
- STAT216 Introduction to Statistics 4cr
- WRIT201 Composition II 3cr

**Biology – Curriculum Plan AS (suggested)**

Completion of the following courses will prepare the student for transfer into a biology program at a baccalaureate institution. The biology career options that are available include, but are not limited to, the following: Biology, Biology Teaching, Biomedical Science, Fish and Wildlife Management, Ecology, and Environmental Science. If the student intends to complete a bachelor's degree in biology education (for high school teaching), the student would be advised to take secondary education courses as well (see Education, Secondary in this section). Students planning to enter a program in pre-medicine, pre-optometry, or pre-dental could also benefit from the curriculum.

**Suggested Courses Credits** (some may satisfy General Education Core Requirements)

- BIOB160 Principles of Living Systems 3cr
- BIOB161 Prin of Living Systems Lab 1cr
- BIOB170 Prin of Biological Diversity 3cr
- BIOB171 Prin of Biological Div Lab 1cr
- BIOM250 Microbiology Health Sci 3cr
- BIOM251 Microbiology Hlth Sci Lab 1cr
- CHMY141 College Chemistry I 4cr
- CHMY142 College Chemistry I Lab 1cr
- CHMY143 College Chemistry II 4cr
- CHMY144 College Chemistry II Lab 1cr



- COMX111 Intro to Public Speaking 3cr
- M121 College Algebra 4cr
- M151 Precalculus 4cr
- PHSX220 Physics I 3cr
- PHSX221 Physics I Lab 1cr
- PHSX222 Physics II 3cr
- PHSX223 Physics II Lab 1cr
- STAT216 Introduction to Statistics 4cr
- WRIT101 College Writing I 3cr
- WRIT201 College Writing II 3cr

### **Business Administration – Curriculum Plan AS (suggested)**

The Business Administration transfer curriculum will provide students with the educational background to be successful in a business program at a senior institution. Courses in Business Administration are designed to meet the requirements of students who plan to enter their junior (third) year of college upon completion. The program emphasizes both general education core and elective coursework.

#### **Suggested Courses/Credits** (some may satisfy General Education Core Requirements)

- ACTG201 Principles Financial Acctg 3cr
- ACTG202 Prin Managerial Acctg 3cr
- BGEN105 Introduction to Business 3cr
- BMGT237 Human Relations Business 3cr
- CAPP131 Basic MS Office 3cr
- COMX111 Intro Public Speaking 3cr
- ECNS201 Principles Microeconomics 3cr
- ECNS202 Prin Macroeconomics 3cr
- M121 College Algebra 4cr
- M171 Calculus I 5cr
- PSYX100 Intro to Psychology 3cr
- SOCI101 Intro to Sociology 3cr
- STAT216 Introduction to Statistics 4cr
- WRIT101 College Writing I 3cr
- WRIT122 Intro to Business Writing 3cr
- WRIT201 College Writing II 3cr

### **Chemistry – Curriculum Plan AS (suggested)**

A student planning to complete a bachelor's degree in chemistry at a senior institution would be advised to take the following courses. If the student intends to complete a bachelor's degree in chemistry education (for high school teaching), the student would be advised to take secondary education courses as well (see Education, Secondary in this section).

#### **Suggested Courses/Credits** (some may satisfy General Education Core Requirements)

- CHMY141 College Chemistry I 4cr
- CHMY142 College Chemistry Lab I 1cr
- CHMY143 College Chemistry II 4cr
- CHMY144 College Chemistry Lab II 1cr
- M151 Precalculus 4cr
- M171 Calculus I 5cr

- M172 Calculus II 5cr
- PHSX220 Physics I 3cr
- PHSX221 Physics I Lab 1cr
- PHSX222 Physics II 3cr
- PHSX223 Physics II Lab 1cr
- STAT216 Introduction to Statistics 4cr

### **Criminal Justice – Curriculum Plan AS (suggested)**

Students who complete a criminal justice curriculum are prepared for work in law enforcement, probation and corrections, and in other positions in the field of criminal justice. There will always be a need for law enforcement and criminal justice professionals. A criminal justice degree is also excellent preparation for further study in criminal justice, sociology, law, or in other human services disciplines.

#### **Suggested Courses/Credits** (some may satisfy General Education Core Requirements)

- CAPP131 Basic MS Office 3cr
- CJUS121 Intro Criminal Justice 3cr
- CJUS125 Intro to Forensic Science 3 cr
- CJUS200 Principles of Criminal Law 3cr
- CJUS220 Introduction to Corrections 3cr
- PHL110 Introduction to Ethics 3cr
- PSCI210 Intro American Govt 3cr
- PSCI260 Intro State & Local Govt 3cr
- PSYX100 Intro to Psychology 3cr
- SOCI101 Intro to Sociology 3cr
- SOCI201 Social Problems 3cr
- SOCI206 Deviant Behavior 3cr
- SOCI211 Intro to Criminology 3cr
- SOCI260 Intro Juvenile Delinquency 3cr
- SPNS101 Elementary Spanish I 4cr
- STAT216 Introduction Statistics 4cr

### **Geology & Environmental Science – Curriculum Plan AS (suggested)**

The courses listed will help prepare a student to transfer to a university to complete a bachelor's degree in geology, earth science, or environmental science. If the student intends to complete a bachelor's degree in education, the student would be advised to take secondary education courses as well (see Ed, Secondary).

#### **Suggested Courses/Credits** (some may satisfy General Education Core Requirements)

- CHMY141 College Chemistry I 4cr
- CHMY142 College Chemistry Lab I 1cr
- CHMY143 College Chemistry II 4cr
- CHMY144 College Chemistry Lab II 1cr
- GEO101 Intro to Physical Geology 3cr
- GEO102 Intro to Physical Geology Lab 1cr
- GPHY111 Intro to Physical Geography 3cr
- GPHY112 Intro to Physical Geography Lab 1cr
- M151 Precalculus 4cr
- STAT216 Introduction to Statistics 4cr

**Environmental Science majors should also take**

- BIOB160 Principles of Living Systems 3cr
- BIOB161 Prin Living Systems Lab 1cr
- ENSC105 Environmental Science 3cr

**Mathematics – Curriculum Plan AS (suggested)**

The Associate of Science degree with emphasis in mathematics prepares students to transfer to a university for a major in mathematics, statistics, applied mathematics, or mathematics education. Statistics trains students in analysis of data. Employment is often found in insurance companies, research, and government. Applied mathematics emphasizes applications and computer programming and prepares students to find employment in business, industry and government. Mathematics education prepares students to teach at the secondary level.

**Suggested Courses/Credits** (some may satisfy General Education Core Requirements)

- M171 Calculus I 5cr
- M172 Calculus II 5cr
- M273 Multivariable Calculus 4cr
- PHSX220 Physics I 3cr
- PHSX221 Physics I Lab 1cr
- PHSX222 Physics II 3cr
- PHSX223 Physics II Lab 1cr
- STAT216 Introduction to Statistics 4cr  
(depending on Math background, MA121, M151 may be required)

**Pharmacy – Curriculum Plan AS (suggested)**

A student intending to apply to a pharmacy program at a transfer institution would be advised to take the following courses. These courses are considered to be pre-pharmacy, and, along with pre-pharmacy courses at the transfer institution, qualify the student to apply to a pharmacy degree program.

**Suggested Courses/Credits** (some may satisfy General Education Core Requirements)

- BIOH201 Hum Anatomy/Phys I 3cr
- BIOH202 Hum Anatomy/Phys I Lab 1cr
- BIOH211 Hum Anatomy/Phys II 3cr
- BIOH212 Hum Anatomy/Phys II Lab 1cr
- CHMY141 College Chemistry I 4cr
- CHMY142 College Chemistry Lab I 1cr
- CHMY143 College Chemistry II 4cr
- CHMY144 College Chemistry Lab II 1cr
- COMX111 Intro to Public Speaking 3cr
- ECNS201 Principles Microeconomics 3cr
- ECNS202 Prin Macroeconomics 3cr
- M171 Calculus I 5cr
- PHSX220 Physics I (w/Calculus) 3cr
- PHSX221 Physics I Lab 1cr
- PHSX222 Physics II 3cr
- PHSX223 Physics II Lab 1cr

- PSYX100 Intro to Psychology (or) 3cr
- SOCI101 Intro to Sociology (or) 3cr
- SOCI201 Social Problems 3cr
- STAT216 Introduction to Statistics 4cr
- WRIT101 College Writing I 3cr

**Physics – Curriculum Plan AS (suggested)**

The following courses comprise the basics for a student intending to complete a baccalaureate degree in physics at a university. A degree in physics could lead to a research career or other science-oriented careers that require a physics background. A student planning to teach physics at the high school level would be encouraged to take secondary education coursework (see Education-Secondary Education) as well.

**Suggested Courses/Credits** (some may satisfy General Education Core Requirements)

- CHMY141 College Chemistry I 4cr
- CHMY142 College Chemistry Lab I 1cr
- CHMY143 College Chemistry II 4cr
- CHMY144 College Chemistry Lab II 1cr
- M171 Calculus I 5cr
- M172 Calculus II 5cr
- M273 Multivariable Calculus 4cr
- PHSX220 Physics I 3cr
- PHSX221 Physics I Lab 1cr
- PHSX222 Physics II 3cr
- PHSX223 Physics II Lab 1cr

**Applied Science Degrees and Certificates****Associate of Applied Science (AAS)**

The Associate of Applied Science (AAS) degrees are awarded in specific career occupational fields intended to prepare graduates for direct entry into the workforce. AAS may also help prepare students for career advancements, occupational licenses, or further study towards a baccalaureate degree.

**Certificate of Applied Science (CAS)**

The primary purpose of the Career-Technical Certificate Programs is to provide the student with the skills that are necessary to obtain entrance level employment in the field of their educational program. Training includes job skill development as well as the necessary related technical information to enhance an individual's productivity in the world of work.

**Certificate of Technical Studies (CTS)**

Certificates of Technical Studies are awarded after successful completion of a short program of study resulting in an industry-recognized credential, a credential focused on a specific area of skill and knowledge, and/or an added

specialty or upgraded credential within an occupational area. These certificates typically do not require related instruction/general education courses. They provide the student with skills that are necessary to obtain entrance level employment. However, all coursework in CTS programs are stackable to earn a CAS and/or AAS for that program.

Course requirements for earning an AAS, CAS, or CTS are very specific and students seeking these degrees should follow the outlined programs exactly and see their advisor each semester.

### **AAS and CAS Degree Requirements**

- Completion of the coursework that is outlined in the Plan of Study
- Earning a minimum 2.00 cumulative grade point average from DCC

### **AAS Specific Requirements:**

- Successful completion of at least 60 credit hours in courses numbered 100 or above
- Successful completion of a minimum of 20 credits completed at DCC

### **CAS Specific Requirements:**

- Successful completion of at least 30 credit hours in courses numbered 100 or above

### **CTS Specific Requirements:**

- Successful Completion of coursework that is outlined in the Plan of Study.
- Earning a minimum 2.00 cumulative grade point average from DCC.

## **Applied Science Degree Pathways**

### ***Agriculture and Animal Science***

- CAS Agriculture Business Management
- CAS Livestock Technology
- AAS Animal Science: Livestock Production
- AAS Animal Science-Equitation Option

### ***Business Management and Rural Organization Employee Management***

- Certificate, Rural Organization Employee Management (ROEM)
- Certificate, ROEM Human Resources
- AAS Business Management
- AAS Rural Organization Employee Management
- 

### ***Corrosion Technology***

- CTS Tier I-IV Corrosion Technology
- CAS Corrosion Technology
- AAS Corrosion Technology

### ***Criminal Justice***

- CAS Corrections Officer

- AAS Criminal Justice

### ***Early Childhood Education***

- CAS Early Childhood Education
- AAS Early Childhood Education

### ***Engineering Technology***

- AAS Engineering Technology (Civil Engineering)

### ***Technical Skills***

- CTS Tier I-IV Technical Skills
  - o Full-Stack Web Development
- CAS Technical Skills
- AAS Technical Skills

### ***Welding Technology***

- CTS Tier I & III Welding Technology
- CAS Welding Technology
- AAS Welding Technology

All courses or programs are subject to scheduling changes or cancellations. Every effort to inform students in advance of such changes and/or cancellations will be made.

## CAS Agriculture Business Management (Pending Until Approved)

This program is designed for the student who plans to return to the farm or ranch or to pursue a career working in the agriculture industry from a business management perspective. The curriculum stresses agriculture business skills that can be applied immediately to any agriculture operation. The curriculum also exposes the person to a broad overview of livestock, as well as, their sustainable production systems. Basic academic courses are included to provide a well-rounded education.

Students completing this degree program successfully will be able to:

- A student will have built a strong foundation in the agriculture industry from a business management perspective and will be able to effectively contribute to an agriculture operation.
- A student will be prepared for entry level employment in public and private agricultural business-related organizations.
- A student will be able to think critically and effectively utilize gained problem-solving skills.
- A student will have been exposed to courses in computation, communications, and human relations, which will assist students in developing an understanding and appreciation for diversity, social responsibility and the participation in public affairs.

Plan of Study Certification to total 34-35 credits

First Year	Fall Semester	Cr. Hrs.	First Year	Spring Semester	Cr. Hrs.
DCC101	Dawson College Success	1	AGBE210	Economics of Ag Business	3
ANSC100	Intro to Animal Science	3	AGBE278	Agri-Business Planning	3
AGBE105	Ag Marketing	3	BMGT237	Human Relations in Business	3
ANSC262	Range Livestock Production or	3	COMM	Communications course	3
EQUS150	Equine Production				
ANSC222	Livestock in Sustainable Systems	3	M105 or Higher	Math or Stats course	3-4
ACTG*	Accounting course	3	CAPP131	Basic MS Office	3
		16			18-19

### Competencies Required: May Take any time

Communications:		(Total of 3)
WRIT101	College Writing I	3
COMX115	Intro Interpersonal Comm	3
COMX111	Intro Public Speaking	3
Accounting		(Total of 3)
ACTG101	Accounting Procedures I	3
ACTG201	Principles of Financial Accounting	3
ACTG205	Computerized Accounting	3

## CAS Livestock Technology

This program is designed for the person who plans to return to the farm or ranch to pursue a career working in the livestock production industry. The curriculum stresses production techniques that can be applied immediately to the livestock enterprise. Basic academic courses are included to provide a well-rounded education.

Upon completion of the program a student will:

- Build a strong base of knowledge in the field of Agriculture.
- Prepare students for entry-level employment in public and private Agriculture-related organizations.
- Assist students in the development of critical thinking and problem-solving skills, and the ability to conceptualize ideas.
- Expose students to courses in computation, communication, and human relations, and will assist students in developing an understanding and appreciation for diversity, social responsibility and the participation in public affairs.
- Serve those students seeking a career in Agriculture by providing in-depth and practical skills-based exposure to general Agriculture.

Plan of Study Certification to total 38-39 credits

First Year	Fall Semester	Cr. Hrs.	First Year	Spring Semester	Cr. Hrs.
DCC101	Dawson College Success	1	ANSC202	Livestock Feeding and Nutrition	4
ANSC100	Intro to Animal Science	3	ANSC215	Calving Management	3
ANSC240	Animal Reproduction	3	ANSC260	Ag Fundamentals	4
ANSC234	Livestock Management - Beef I	1	COMM*	Communicaitons course	3
EQU150	Equine Production or	3	BMGT237	Human Relations in Business	3
ANSC262	Range Livestock Production				
CAPP131	Basic MS Office	3	Math105 or Higher	Math or Stats course	3-4
NRSM101	Natural Resource Conservation	3			20-21
NRSM102	Montana Range Plants	1			
		18			

Competencies Required: May Take any time		
Communications:		(Total of 3)
WRIT101	College Writing I	3
COMX115	Intro Interpersonal Comm	3
COMX111	Intro Public Speaking	3

## AAS Animal Science: Livestock Production

The Animal Science program at Dawson Community College prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources industries. Students develop entry-level knowledge, skills, aptitudes and experiences in agricultural business, science, and production. This includes careers in supplies, sales, services, product processing, and natural resources.

- Students will build a strong knowledge base in the field of Agriculture and practical skilled-based exposure in its related industries (Animal Sciences, Range and Soil Sciences, Business and Marketing)
- The course of study in Agribusiness Technology will give the student the opportunity to demonstrate knowledge, skills, attitudes, and practical experiences for entry-level employment or self-employment in the agricultural industry segments.
- Serve those students seeking a career in Agriculture and/or planning to pursue an education beyond the associate's level.
- Expose students to courses in computation, communications, and human relations, and will assist students in developing an understanding and appreciation for diversity, social responsibility and the participation in public affairs.
- Provide students with opportunities for practical experience in the Agriculture system via internships, fieldwork, and skills-based course offerings.
- Assist students in the development of critical thinking and problem-solving skills, and the ability to conceptualize ideas.



## Plan of Study Degree to total 67-68 credits

First Year	Fall Semester	Cr. Hrs.	First Year	Spring Semester	Cr. Hrs.
DCC101	Dawson College Success	1	ANSC202	Livestock Feeding & Nutrition	4
ANSC100	Intro to Animal Science	3	ANSC215	Calving Management	3
ANSC108	Livestock Evaluation	2	AGSC260	Ag Fundamentals	4
ANSC109	Livestock Evaluation Lab	1	COMM*	Communication course	3
BIOB101	Discover Biology	3	Math105 or Higher	Math or Stats course	3-4
BIOB102	Discover Biology Lab	1			17-18
NRSM101	Natural Resource Conservation	3			
NRSM102	Montana Range Plants				
ANSC234	Livestock Mgmt-Beef I	1			
		16			
Second Year	Fall Semester	Cr. Hrs.	Second Year	Spring Semester	Cr. Hrs.
AGBE205	Ag Marketing	3	AGBE210	Economics of Ag Business	3
ANSC222	Livestock in Sustainable Systems	3	AGBE278	Agri-Business Planning	3
ANSC240	Animal Reproduction	3	ANSC299	Ag Capstone	3
ANSC262	Range Livestock Production	3	BMGT237	Human Relations in Business	3
CAPP131	Basic MS Office	3	ANSC265	Animal Anatomy & Physiology	3
ACTG*	Accounting course	3	ANSC266	Animal Anatomy & Physiology Lab	1
		18			16

Summer semester Internship is recommended and strongly encouraged but not required.

Competencies Required: May Take any time		
Communications:		(Total of 3)
WRIT101	College Writing I	3
COMX115	Intro Interpersonal Comm	3
COMX111	Intro Public Speaking	3
Accounting		(Total of 3)
ACTG101	Accounting Procedures I	3
ACTG201	Principles of Financial Accounting	3
ACTG205	Computerized Accounting	3

### AAS Animal Science: Equitation Option

The equitation option is provided for students who have an interest in working in general agriculture and first and foremost the horse industry. The equine industry is growing and ever changing. The A.A.S. degree is intended to provide basic, practical, and theoretical grounds from which they can choose a field in the industry. Students work with young horses to acquire knowledge and skills in horsemanship, training, safe horse handling, and husbandry. Furthermore, a background in general agriculture is added to make for a very well rounded individual in knowledge that is important in livestock, feeds, range condition, business and marketing. The program is also designed for students who plan to pursue an advanced university degree in the field.

- Students will build a strong knowledge base in the field of Ag/Equine Science and practical skilled-based exposure in its related industries (Animal Sciences, Equine Sciences, Range and Soil Sciences, Business and Marketing).
- Give the student the opportunity to demonstrate knowledge, skills, attitudes, and practical experiences for entry-level employment or self-employment in the equine and agricultural industry segments.
- Expose students to courses in computation, communications, and human relations, and assist students in developing an understanding and appreciation for diversity, social responsibility and the participation in public affairs.
- Provide students with opportunities for practical experience in the Agriculture/Equine Industry via internships, fieldwork, and skills-based course offerings.
- Assist students in the development of critical thinking and problem-solving skills, and the ability to conceptualize ideas.
- Serve those students seeking a career as an Equine Professional by providing in-depth and practical skills-based exposure to the equine training and sciences component of Agriculture.

First Year	Fall Semester	Cr. Hrs.	First Year	Spring Semester	Cr. Hrs.
DCC101	Dawson College Success	1	ANSC202	Livestock Feeding & Nutrition	4
ANSC100	Intro to Animal Science	3	ANSC265	A&P of Domestic Animals	3
BIOB101	Discover Biology	3	ANSC266	A&P of Domestic Animals Lab	1
BIOB102	Discover Biology Lab	1	CAPP131	Basic MS Office	3
EQUH110	Western Equitation	3	EQUH210	Interm Western Equitation	3
NRSM101	Natural Resource Conservation	3	COMM*	Communication course	3
NRSM102	Montana Range Plants	1			17
		15			
Second Year	Fall Semester	Cr. Hrs.	Second Year	Spring Semester	Cr. Hrs.
ACTG*	Accounting course	3	AGBE210	Economics of Ag Business	3
ANSC108	Livestock Evaluation	2	ANSC299	Ag Capstone	3
ANSC109	Livestock Evaluation Lab	1	BMGT237	Human Relations in Business	3
ANSC240	Animal Reproduction	3	AGBE278	Agri Business Planning	3
EQUH253	Starting Colts	2	EQUH256	Developing the Young Horse	2
EQUS150	Equine Production or	3			14
ANSC262	Range Livestock Production				
Math105 or Higher	Math or Stats course	3-4			
		17			

Competencies Required: May Take any time		
<b>Communications:</b>		<b>(Total of 3)</b>
WRIT101	College Writing I	3
COMX115	Intro Interpersonal Comm	3
COMX111	Intro Public Speaking	3
<b>Accounting</b>		<b>(Total of 3)</b>
ACTG101	Accounting Procedures I	3
ACTG201	Principles of Financial Accounting	3
ACTG205	Computerized Accounting	3

First Year	Semester	Cr. Hrs.
BGEN105	Intro to Business or Small Business	3
BMGT210	Entrepreneurship	
WRIT122	Intro Business Writing or	3
WRIT121	Intro Technical Writing	
PSYX100	Intro to Psychology	3
BMGT231	Human Relations in Business	3
BMGT215	Human Resources Management	3
		<hr/> 15

## Certificate, Rural Organization Employee Management (ROEM) Human Resources

The Certificate in ROEM Human Resources is designed to give participants a basic understanding of the business environment, interaction of people within that environment and strategies a manager can apply to assure efficiency and effectiveness. Building on each other, the certificates can lead to the AAS ROEM degree.

Plan of Study Certificate total 15 credits

First Year	Semester	Cr. Hrs.
CAPP131	Basic MS Office	3
BMGT225	Employee Staffing/Selection for Rural Business	3
BMGT226	Employee Management and Success	3
BMGT227	Admin of Compensation and Benefits	3
BMGT228	Ethical, Social and Legal Issues for HR	3
		15

## AAS Business Management

The Business Management program prepares students for entry-level positions in business enterprises. Students will receive a solid grounding in accounting, computers, personnel management, marketing and business management. This program will provide students with an understanding of the business environment through both theoretical analysis and practical application of the principles of business management, making them a more valued employee. The program supports both the goals of employment and academic transfer, should the student wish to continue their education.

Upon successful completion of this plan of study, students will be able to:

- Prepare, read and understand a company's financial statements.
- Compose written and oral messages in a clear, concise, and complete manner.
- Operate computerized systems that are essential to small business success.
- Apply human relation theories to improve workplace efficiency within the legal environment.
- Define, price, distribute, and promote a company's product within a target market.
- Solve common mathematical and statistical problems that are faced in business.
- Understand the economic, socio-cultural, and regulatory business environments.

Plan of Study Degree to total 64 credits

First Year	Fall Semester	Cr. Hrs.	First Year	Spring Semester	Cr. Hrs.
DCC101	Dawson College Success	1	ACTG202	Principles Managerial Acctg	3
ACTG201	Principles Financial Accounting	3	BGEN235	Business Law I	3
BGEN105	Intro to Business	3	CAPP156	MS Excel	3
BMKT225	Marketing	3	COMX111	Intro to Public Speaking	3
CAPP131	Basic MS Office	3	M105 or higher	Math or Stats course	3-4
	Elective	3		Elective	3
		16			18
Second Year	Fall Semester	Cr. Hrs.	Second Year	Spring Semester	Cr. Hrs.
ACTG205	Computerized Actg	3	BMGT210	Small Business Management	3
BMGT215	Human Resource Mngt	3	BMGT237	Human Relations in Business	3
ECNS201	Principles of Microeconomics	3	ECNS202	Principles of Macroeconomics	3
WRIT101	College Writing I	3	WRIT122	Intro Business Writing	3
	Elective	3		Elective	3
		15			15

## AAS Rural Organization Employee Management (ROEM)

The management of employees is critical to the success of any business or organization. The ROEM is designed for current owners, managers, supervisors or team leaders in rural organizations. It provides rural organizations the knowledge, skill and applications opportunities to better manage people and lead their organizations to greater success.

There are three levels of involvement available with this program; the ROEM Certificate (15 credit hours), Human Resources Certificate (15 credit hours) and the Associate of Applied Science ROEM. This ladder approach to the program will afford participants three options which build on one another.

### Upon completion of the program, the student will be able to:

- Demonstrate knowledge and use of available resources which answer legal, ethical, process and practice questions encountered as they lead their organizations.
- Assimilate and synthesize the practical skills necessary to be a successful manager of the human capital within an organization.
- Demonstrate knowledge of the theories and concepts related to the study of organizations and human resource management.
- Apply what they are learning through a practicum and/or internship or simulations.
- This program is designed as an online (OL) program although some courses are offered on-campus (OC).

Plan of Study Degree to total 62-63 credits

First Year	Fall Semester	Cr. Hrs.	First Year	Spring Semester	Cr. Hrs.
DCC101	Dawson College Success	1	BMGT225	Employee Staffing & Selection	3
BGEN105	Introduction to Business	3	BMGT226	Employee Management & Success	3
BMGT210	Small Business Entrepreneurship	3	BMGT227	Admin Compensation/Benefits	3
BMGT215	Human Resources Management	3	BMGT228	Ethical, Social & Legal Issues for HR	3
BMGT237	Human Relations in Business	3	CAPP131	Basic MS Office	3
WRIT122	Intro to Business Writing or	3			
WRIT121	Intro Technical Writing				
		16			15
Second Year	Fall Semester	Cr. Hrs.	Second Year	Spring Semester	Cr. Hrs.
ACTG101	Accounting Procedures	3	BMGT290	Practicum in ROEM	3
COMX111	Intro to Public Speaking	3	SOCI101	Intro to Sociology	3
PHL110	Intro to Ethics	3	ELECTIVES	Choose three of the following:	
STAT216	Intro Statistics	4	BGEN291	Special Topics	3
WRIT101	College Writing I	3	SPAN101	Elementary Spanish	4
			BGEN235	Business Law I	3
		16	BMKT225	Marketing	3
			CAPP158	MS Access	3
			ECNS201	Principles of Microeconomics	3
			ECNS202	Principles of Macroeconomics	3
			Take any additional course in any discipline		3
					15-16

## CTS Tier I-IV Corrosion Technology

The CTS Corrosion Technology Tier I provides students with entry-level corrosion knowledge to be proficient in the workforce.

Plan of Study      Certificate to total 10 credits

First Year	Tier 1	Cr. Hrs.
CORR101	Safety	1
CORR102	Intro to Corrosion	3
CORR103	DC Circuits	3
CORR104	Coatings and Linings	3
		<hr/> 10

The Tier II is a stackable CTS, providing further corrosion knowledge and building upon the C.T.S. Tier I.

First Year	Tier 2	Cr. Hrs.
CORR105	Electricity, Electrical Reactions	3
CORR106	Cathodic Protection	4
CORR107	Corrosion Technology	4
		<hr/> 11

The Tier III stackable CTS takes the electrical knowledge and applies it to rectifiers as well as internal and atmospheric corrosion. An internship or independent study is recommended in tier III or IV.

First Year	Tier 3	Cr. Hrs.
CORR208	Rectifiers	3
CORR209	Internal Corrosion Control	4
CORR214	Atmospheric Corrosion	3
CORR298	Internship or	3
CORR292	Independent Study	
		<hr/> 13

The Tier IV stackable CTS provides further information on diagrams, schematics, GIS, metallurgy and corrosion, field surveys and a capstone project round out the curriculum. If an internship or independent study has not been completed, students will also take it this tier.

First Year	Tier 4	Cr. Hrs.
CORR210	Diagrams, Schematics, GIS	4
CORR213	Metallurgy and Corrosion	3
CORR215	Field Surveys	4
CORR216	Capstone Project	4
		<hr/> 15



## CAS Corrosion Technology

The Corrosion Technology program prepares students for entry-level employment as a Corrosion Technician in the fields of manufacturing, oil and gas, government, pipeline maintenance, and general corrosion management. Corrosion Technicians have a basic understanding of electricity, chemistry, metallurgy, and the properties of materials. Careers in corrosion apply these sciences to detect and control chemical and mechanical deterioration.

Students completing this degree program successfully will be able to:

- Adhere to safe work practices and ensure compliance of requirements pertaining to corrosion.
- Demonstrate knowledge of components of a corrosion system and theory.
- Apply safety practices while working with direct and alternating current.
- Identify and safely use cathodic testing equipment.
- Identify and apply coatings and linings.

Plan of Study    Certificate to total 34 Credits

First Year	Fall Semester	Cr. Hrs.	First Year	Spring Semester	Cr. Hrs.
DCC101	Dawson College Success	1	CORR105	Electricity, Electrical Reactions	3
CORR101	Safety	1	CORR105	Cathodic Protection	4
CORR102	Intro to Corrosion	3	CORR107	Corrosion Technology	4
CORR103	DC Circuits	3	BMGT237	Human Relations in Business	3
CORR104	Coatings and Linings	3	M111	Technical Math	3
WRIT101	College Writing I	3			
CAPP131	Basic MS Office	3			17
		17			

## AAS Corrosion Technology

The Corrosion Technology program prepares students for entry-level employment as a Corrosion Technician in the fields of manufacturing, oil and gas, government, pipeline maintenance, and general corrosion management. Corrosion Technicians have a basic understanding of electricity, chemistry, metallurgy, and the properties of materials. Careers in corrosion apply these sciences to detect and control chemical and mechanical deterioration.

Students completing this degree program successfully will be able to:

- Utilize basic knowledge of mathematics, electricity, chemistry, metallurgy, and the properties of materials to prevent or control corrosion.
- Apply corrosion theory to prevent, assess, and correct corrosion problems.
- Install, maintain, inspect, troubleshoot, and remedy corrosion problems.
- Adhere to safe work practices and ensure compliance with company and regulatory requirements.
- Identify and safely use cathodic testing equipment.
- Identify and apply coatings and linings.
- Interpret, produce, and explain technical reports, and perform field surveys.

## Plan of Study Degree to total 62 Credits

First Year	Fall Semester	Cr. Hrs.	First Year	Spring Semester	Cr. Hrs.
DCC101	Dawson College Success	1	BMGT237	Human Relations in Business	3
CORR101	Safety	1	CORR105	Electricity, Electrical Reactions	3
CORR102	Intro to Corrosion	3	CORR106	Cathodic Protection	4
CORR103	DC Circuits	3	CORR107	Corrosion Technology	4
CORR104	Coatings and Linings	3	M111	Technical Math (Computation)	3
WRIT101	College Writing I	3			
CAPP131	Basic MS Office	3			
		17			17
Second Year	Fall Semester	Cr. Hrs.	Second Year	Spring Semester	Cr. Hrs.
CORR208	Rectifiers	3	CORR210	Diagrams, Schematics, GIS	4
CORR209	Internal Corrosion Control	4	CORR213	Metallurgy and Corrosion	3
CORR214	Atmospheric Corrosion	3	CORR215	Field Surveys	4
CORR298	Internship or	3	CORR216	Capstone Project	4
CORR292	Independent Study	3			
		13			15

**CAS Corrections Officer**

The Corrections Officer certificate provides students with a foundation of knowledge in the field of corrections and the institutionalization of criminal offenders. The certificate program prepares students for a career in both public and private corrections and detention facilities.

Students completing this degree program successfully will be able to:

- Identify and explain the basic structures and functions of the corrections process.
- Apply constitutional principles that protect the rights of individuals and regulate criminal justice practices and procedures.
- Integrate multidisciplinary theories which constitute the basis for understanding criminality and victimization.
- Explain basic theories and concepts of criminal justice and the ethical issues involved.
- Demonstrate technical proficiency in corrections.

## Plan of Study Certificate to total 34-35 Credits

First Year	Fall Semester	Cr. Hrs.	First Year	Spring Semester	Cr. Hrs.
DCC101	Dawson College Success	1	ECP100	First Aid & CPR	1
CJUS220	Introduction to Corrections	3	CJUS230	Police Organization	3
CJLE109	Police Report Writing	3	CJLE212	Defensive Tactics	2
COMX111	Intro to Public Speaking	3	CJUS208	CJ Ethics and Leadership	3
CJUS121	Intro to Criminal Justice	3	M105 or higher	Math or Stats course	3-4
SOCI211	Intro to Criminology	3	PSYX101	Intro to Psychology	3
CAPP131	Basic MS Office	3			
		19			15-16

## AAS Criminal Justice

The Criminal Justice degree provides students with a foundation of knowledge and prepares students for a wide variety of careers in the diverse and dynamic field of criminal justice. The degree supports the student's desire to seek immediate employment in the profession and/or to continue his/her education beyond the associate degree level. Students completing this degree program successfully will be able to:

- Identify and explain the basic structures and functions of the criminal justice system.
- Interpret the basic concepts and functions of criminal law.
- Apply constitutional principles that protect the rights of individuals and regulate criminal justice practices and procedures.
- Integrate multidisciplinary theories which constitute the basis for understanding criminality and victimization.
- Identify and describe key social and cultural issues confronting the criminal justice system.
- Explain basic theories and concepts of criminal justice and the ethical issues involved.

Plan of Study      Degree to total 61 credits

First Year	Fall Semester	Cr. Hrs.	First Year	Spring Semester	Cr. Hrs.
DCC101	Dawson College Success	1	CJUS215	CJ Community Relations	3
CJUS121	Intro to Criminal Justice	3	PSCI260	Intro to State/Local Government	3
PSCI210	Intro to American Government	3	SOCI201	Social Problems	3
SOCI101	Intro to Sociology	3	M105 or higher	Math or Stats course	3-4
CAPP131	Basic MS Office	3	CJUS/CJLE	Professional Electives	3
CJUS/CJLE	Professional Electives	3			15
		16			
Second Year	Fall Semester	Cr. Hrs.	Second Year	Spring Semester	Cr. Hrs.
CJUS200	Principles Criminal Law	3	CJUS231	Criminal Evidence/Procedure	3
CJUS220	Introduction of Corrections	3	CJUS208	CJ Ethics/Leadership	3
CJUS125	Fundamentals of Forensic Science	3	CJUS230	Police Organization	3
SOCI211	Intro to Criminology	3	COMX111	Intro to Public Speaking	3
SOCI260	Intro to Juvenile Delinquency	3			15
ECP100	First Aid & CPR	1			
		16			

Other Elective Suggestions	
PSYX100 3cr	Psychology
WRIT121 3cr	Intro to Tech Writing (online)

## CAS Early Childhood Education

The Early Childhood Education Certificate program provides a competency based curriculum and lab experience for students who wish to work in a professional childcare setting. When entering the Early Childhood Education Program proof of immunization and a criminal background check are required for the lab experience at a registered childcare facility. Students completing this program will be able to:

- Use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all young children from birth through age eight.
- Plan and implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, special needs, the community, the importance of play, and curriculum goals and content.
- Use individual and group guidance techniques to develop positive and supportive relationships with children, encourage positive social interaction among children, and promote positive strategies that will develop personal self-control and self-esteem in children.
- Establish and maintain a physically and psychologically safe and healthy learning environment for young children.
- Use informal and formal assessment strategies as an on-going integral part of planning and individualizing curriculum and teaching practices.
- Establish and maintain positive family and community relationships by communicating effectively, demonstrating sensitivity to differences, respecting parental choices and involving families in planning for their children.
- Demonstrate an understanding of the early childhood profession by being informed about professional development, legal issues, resource information, state and national regulations and opportunities that would improve quality of programs and services for young children.
- Demonstrate ability to work effectively during at least 300 hours of supervised lab experience in appropriate settings serving infants, toddlers, preschoolers, or school age children.

Plan of Study Certification to total 37 credits

First Year	Fall Semester	Cr. Hrs.	First Year	Spring Semester	Cr. Hrs.
DCC101	Dawson College Success	1	EDEC230	Positive Child Guidance	3
EDEC108	Intro to Early Childhood Ed	2	EDEC130	Health, Safety, Nutrition in EC	4
EDEC105	Observation and Assessment	1	EDEC275	Integrated Curr/Enviro II	4
EDEC247	Child Adolescent Development	4	EDEC265	Leadership Professionalism EC	2
EDEC273	Curriculum and Environments I	4	M105 or higher	Math or Stats course	3-4
EDEC210	Meeting the Needs of Families	3	PSYX100	Intro to Psychology or	3
WRIT101	College Writing I or	3	SOCI101	Intro Sociology	3
COMX115	Intro Interpersonal Comm or	3			
COMX111	Intro Public Speaking	3			19
		18			

## AAS Early Childhood Education

Students successfully completing the Early Childhood Education A.A.S. degree will have acquired the requisite skills for obtaining employment or advancement in the field of early childhood care and education. The program incorporates both an academic base and lab courses to provide a balanced program to prepare highly qualified early childhood teachers/practitioners. Students completing this program will be able to:

- Use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of children from birth through age eight.
- Plan and implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, special needs, the community, the importance of play, and curriculum goals and content.
- Use individual and group guidance techniques to develop positive and supportive relationships with children, encourage positive social interaction among children, and promote positive strategies that will develop personal self-control and self-esteem in children.
- Establish and maintain physically and psychologically safe and healthy learning environments for young children.
- Use informal and formal assessment strategies as an on-going integral part of planning and individualizing curriculum and teaching practices.
- Establish and maintain positive family and community relationships by communicating effectively, demonstrating sensitivity to differences, respecting parental choices and involving families in planning for their children.
- Demonstrate an understanding of the early childhood profession by being informed about professional development, legal issues, resource information, state and national regulations and opportunities that would improve quality of programs and services for young children.
- Demonstrate the ability to work effectively during at least 300 hours of supervised lab experience in appropriate settings that serve infants, toddlers, preschoolers, or school age children up to grade three.

## Plan of Study Degree to total 61 credits

First Year	Fall Semester	Cr. Hrs.	First Year	Spring Semester	Cr. Hrs.
DCC101	Dawson College Success	1	EDEC230	Positive Child Guidance	3
EDEC108	Intro to Early Childhood Ed	2	EDEC130	Health, Safety, Nutrition in EC	4
EDEC105	Observation and Assessment	1	COMX111	Intro to Public Speaking	3
EDEC247	Child Adolescent Development	4	PSYX100	Intro to Psychology or	3
WRIT101	College Writing	3	SOCI101	Intro to Sociology	
CAPP131	Basic MS Office	3	See Below	Elective	3
		14			16
Second Year	Fall Semester	Cr. Hrs.	Second Year	Spring Semester	Cr. Hrs.
EDEC273	Curriculum and Environments I	4	EDEC275	Integrated Curr/Enviro II	4
EDEC210	Meeting the Needs of Families	3	EDEC265	Leadership Professionalism EC	2
M105 or higher Math or Stats course		3-4	See Below	Elective	3
NASX105	Intro to Native American Studies or Elective	3	See Below	Elective	3
See Below	Elective	3	See Below	Elective	3
		16-17			15

ECE Professional Electives: 13+ Credits	Credits
Strongly recommended course areas (others may also apply). See advisor.	
EDEC, EDU, and Art, Drama, Music Electives	13+

**AAS Engineering Technology**

*This program is currently under revision towards an emphasis in civil engineering.*

The Engineering Technology program prepares students for employment in the growing technical fields associated with engineering, construction, oil-development, as well as power generation and transfer.

**CTS Tier I-IV Technical Skills**

The CTS Certificate in Technical Skills Tier I provides students with entry-level knowledge to be proficient in the workforce as well as soft skills.

## Plan of Study

First Semester	Cr. Hrs.
Technical Credits	12-16

Tiers II, III, and IV are stackable credentials, providing further corrosion knowledge and building upon the CTS. Tier I. Each semester a student should take 12-16 credits of Technical Credits. ECP100 First Aid/CPR is recommended.



## CAS Technical Skills

The Technical Skills program prepares students for entry-level employment across multiple technical and trade disciplines or for advancement based on their individual needs and provides flexibility and customization.

Students completing this degree program successfully will be able to:

- Adhere to safe work practices.
- Demonstrate skills, knowledge, and attitudes for entry-level employment.
- Demonstrate critical thinking and problem-solving skills

Plan of Study    Certificate to total 30-35 Credits

First Year	Fall Semester	Cr. Hrs.	First Year	Spring Semester	
DCC101	Dawson College Success	1	BMGT237	Human Relations in Business	3
CAPP131	Basic MS Office	3	M111	Technical Math	3
	Technical Credits	8-10		Technical Credits	9-12
COMM	Communications course	3			
					15-18
		15-17			

Competencies Required: May Take any time		
Communications:		(Total of 3)
WRIT101	College Writing I	3
COMX115	Intro Interpersonal Comm	3
COMX111	Intro Public Speaking	3

## AAS Technical Skills

The Technical Skills program provides students with skills across multiple technical and trade disciplines for job placement or advancement based on their individual needs and career goals. It provides a variety of knowledge and hands-on experience for individuals looking to increase specific technical and soft skills. The program provides flexibility based on employer needs, and the customizable nature of the Technical Skills program allows students to come away with specialized skills and general knowledge needed for employment in a variety of high-wage fields across Montana.

There are three levels of involvement available with this program; the Associate of Applied Science, the Certificate of Applied Science, and the Certificates of Technical Studies. This ladder approach to the program will afford participants options which build on one another.

**Upon completion of the program, the student will be able to:**

- Demonstrate safe workplace habits.
- Demonstrate knowledge, skills, attitudes, and practical experiences for entry-level employment in trades and technical skills.
- Demonstrate the development of critical thinking and problem-solving skills and the ability to conceptualize ideas.
- Gain exposure to ideas in computation, communications, and human relations.
- Develop an understanding and appreciation for diversity, social responsibility, and communication.

## Plan of Study Degree to total 57-69 credits

First Year	Fall Semester	Cr. Hrs.	First Year	Spring Semester	Cr. Hrs.
DCC101	Dawson College Success	1	BMGT237	Human Relations in Business	3
CAPP131	Intro to Early Childhood Ed	3	M105 or Higher	Math or Stats course	3
	Communications course	3		Technical Credits	9-12
	Technical Credits	8-10			
		15-17			15-18
Second Year	Fall Semester	Cr. Hrs.	Second Year	Spring Semester	Cr. Hrs.
ECP100	Standard First Aid/CPR	1		Technical Credits	15-18
	Technical Credits	11-15			
		12-16			15-18

**CTS Welding**

The CTS Certificate in Welding Tier I provides students with entry-level welding knowledge to be proficient in the workforce.

## Plan of Study Certification to Total 12 Credits

First Semester	Cr. Hrs.
WLDG110 Welding Theory I	2
WLDG111 Welding Theory I (Practical)	1
WLDG180 Shielded Metal Arc Welding	5
WLDG133 GMAW, FCAW	3
Electives	3
	15

The CTS Certificate in Welding Tier III builds upon the Certificate of Applied Science in order for the student to gain additional skill sets.

## Plan of Study Certification to Total 14 Credits

First Semester	Cr. Hrs.
WLDG237 Aluminum Welding Processes	2
WLDG201 Weld, Measure, Trade Tools	1
WLDG241 Metal Fabrication I	4
WLDG242 Metal Fabrication II	4
WLDG225 Structural Fabrication	3
Electives	2
	16

**CAS Welding Technology**

The Welding Technology Certificate program provides fundamental knowledge and lab practice needed in welding and related career fields. The welding courses in this program build on each other making the welding course sequence listed in the plan of study a fall semester start program.

Upon completion of the program, the student will be able to:

- Demonstrate safe work habits in welding/metal fabrication.
- Identify and use a variety of techniques and materials to achieve the desired weld.

First Year	Fall Semester	Cr. Hrs.	First Year	Spring Semester	Cr. Hrs.
DCC101	Dawson College Success	1	BMGT237	Human Relations in Business	3
CAPP131	Basic MS Office	3	ECP100	First Aid & CPR	1
WLDG110	Welding Theory I	2	M111	Technical Math	3
WLDG111	Welding Theory I Practical	1	WLDG140	Intro GTAW w/ Integrated Lab	3
WLDG133	Gas Metal Arc Welding	3	WLDG145	Fabrication Basics	4
WLDG180	Shielded Metal Arc Welding	5	WLDG145	Fabrication Basics II	2
WRIT101	College Writing I	3	WLDG185	Welding Qualification Test Prep	1
			WLDG186	Welding Qualification Test Prep	2
		18	WLDG192	Independent Study (Open Lab)	1
					20

### AAS Welding Technology

Students learn the basics of welding technology that will permit the individual to enter the field at entry level as a fabrication/welder. The student will also take academic courses to provide a well-balanced curriculum. Graduates may enter the workforce immediately or transfer for more advanced training. The welding courses in this program build on each other making the welding course sequence listed in the plan of study a fall semester start program.

#### Upon completion of the program, the student will be able to:

- Demonstrate safe work habits in welding/metal fabrication.
- Identify and use a variety of techniques and materials to achieve the desired weld.
- Perform quality welds on mild steel using arc and gas methods.
- Layout and cut flat structural steel.

#### Plan of Study Degree to total 61 Credits

First Year	Fall Semester	Cr. Hrs.	First Year	Spring Semester	Cr. Hrs.
DCC101	Dawson College Success	1	M111	Technical Math	3
WLDG110	Welding Theory I	2	WLDG140	Intro GTAW w/ Integrated Lab	3
WLDG111	Welding Theory I Practical	1	WLDG145	Fabrication Basics	4
WLDG133	Gas Metal Arc Welding	3	WLDG145	Fabrication Basics II	2
WLDG180	Shielded Metal Arc Welding	5	WLDG185	Welding Qualification Test Prep	1
WRIT101	College Writing I	3	WLDG186	Welding Qualification Test Prep	2
		15	WLDG192	Independent Study (Open Lab)	1
					16
Second Year	Fall Semester	Cr. Hrs.	Second Year	Spring Semester	Cr. Hrs.
WLDG201	Weld, Measure, Trade Tools	1	WLDG210	Pipe Welding	6
WLDG225	Structural Fabrication	3	WLDG212	Pipe Welding Layout	1
WLDG237	Aluminum Welding Processes	2	WLDG280	Welding Testing Certification	1
WLDG241	Metal Fabrication I	4	WLDG281	Welding Testing Certification (Lab)	1
WLDG242	Metal Fabrication II	4	ECP100	First Aid/CPR	1
CAPP131	Basic MS Office	3	BMGT237	Human Relations in Business	3
		17			13

## A.A.S. Music Technology

***This program is in moratorium.*** This means that currently Dawson Community College determines we cannot offer this program under current circumstances, however, we do not wish to terminate the program. Please refer to the 2018-2019 Academic Catalog for the most recent Plan of Study.

## A.A.S. Criminal Justice Law Enforcement: Peace Officer Option

***This program is in moratorium.*** This means that currently Dawson Community College determines we cannot offer this program under current circumstances, however, we do not wish to terminate the program. Please refer to the 2019-2020 Academic Catalog for the most recent Plan of Study.

## A.A.S. Criminal Justice Law Enforcement: Private Security Option

***This program is in moratorium.*** This means that currently Dawson Community College determines we cannot offer this program under current circumstances, however, we do not wish to terminate the program. Please refer to the 2019-2020 Academic Catalog for the most recent Plan of Study.

## Course Listing/Descriptions

All courses listed in this catalog appear alphabetically by subject area and in numerical sequence with listings broken down as follows:

- The capital letters preceding the course indicate the subject area in which the course is offered and are used as a code.
- The three digits immediately following the subject area code identify individual course offerings within the area of study. In general, a 100 number indicates a first year subject and a 200 rubric indicates a second year subject. Sub-100 courses (e.g. WRIT095) are non-transferable sub-college level courses.
- The words following the course number are course titles and describe the course in a few words.
- The capital letters following the course title and course description indicate when the course is generally offered. F indicates the course is offered in the fall, and S indicates spring. Courses may also be offered at additional times as determined by the Vice President of Academic and Student Affairs.
- The entry listed after the semester indicates the number of semester hours of credit the course carries.

The listing of a course in this or any other college publication does not constitute a guarantee or contract that the particular course will be offered during the time listed. All courses are subject to scheduling changes or cancellations. Every effort will be made to inform students of such changes and/or cancellations.

Classes may be listed as on-demand status, which means they are offered on a limited basis providing there is sufficient demand or if the class is needed to satisfy a program requirement. At the discretion of the Vice President of Academic and Student Affairs,

the class may be offered.

### Accounting

#### ACTG101

F 3 credits

#### Accounting Procedures I

This basic course covers the purpose and scope of accounting. Students study the difference between assets, liabilities, equity, income, and expenses. Financial statement preparation and analysis is stressed. The emphasis of this course is learning how to make decisions with the information accounting provides.

#### ACTG201

F 3 credits

#### Principles of Financial Accounting

This course is an introduction to financial accounting principles and other specific topics such as: the study of a complete accounting cycle for retail and other businesses; assets, liability, and equity accounts; financial statement preparation; corporation, partnership and sole-proprietorship entities; and financial statement analysis.

#### ACTG202

S 3 credits

#### Principles of Managerial Accounting

This course is a second semester course for non-accounting business students. The course is designed to introduce the various needs and uses for accounting information within a decision-making framework. The course will cover cost-volume-profit relationships, cost flows, capital budgeting, and traditional cost management.

#### ACTG205

F 3 credits

#### Computerized Accounting

#### Prerequisite: ACTG101 or ACTG201

In this course, computers are used to apply the basic principles and procedures of accrual accounting. Computer accounting applications include general ledgers, accounts receivable, accounts payable, invoicing, payroll, and inventory. Upon completion of this course, the student will have a working familiarity with three popular accounting packages.

#### ACTG272

S 3 credits

#### Principles of Financial Accounting II

**Prerequisite: ACTG201**

A continuation of Principles of Accounting I with an emphasis on those accounting concepts designed to provide information necessary for management use. Specific topics include interpreting financial statement information, study of cost systems, cost-volume-profit analysis, and organizational concepts – all of which facilitate the managerial control, planning, and decision-making processes.

**Activities**

*May only be repeated ONCE for credit.*

**ACT104** **S 1 credit**

**Beginning Bowling**

Instruction and practice of the fundamental skills in bowling. Additional fee required.

**ACT106** **F/S 1 credit**

**Beginning Conditioning and Fitness**

Fundamentals of physical fitness. The needs and interests of participants are emphasized through skilled or health related components.

**ACT107** **F/S 1 credit**

**Beginning Aerobic Dance**

Instruction in aerobic exercise.

**ACT110** **F 1 credit**

**Beginning Weight Training**

Instruction in the sport of weight training.

**ACT126** **F 1 credit**

**Ranch Rodeo I**

Ranch Rodeo I will introduce the student to the fundamentals of competition at Ranch Rodeo events within the NILE Region. Ranch broncs, wild cow milking, and proper horse and livestock handling will also be introduced. This class may lead to a spot on the DCC Ranch Rodeo Team as a competing member of two college-sponsored teams.

**ACT127** **S 1 credit**

**Ranch Rodeo II****Prerequisite: ACT126**

This course will expand on the fundamentals of competition at Ranch Rodeo events within the NILE Region. Ranch broncs, wild cow milking, and proper horse and livestock handling will also be expanded upon. Students will be introduced to team penning and team sorting. This class may lead to a spot on the DCC Ranch Rodeo Team as a competing member of two college-sponsored teams.

**ACT134** **F/S 1 credit**

**Dancing for Exercise**

Lifetime dancing skills in an exercise format.

**ACT146** **F/S 1 credit**

**Beginning Golf**

Instruction and practice of the fundamentals of golf. Additional fee required.

**ACT150** **F/S 1 credit**

**Beginning Yoga**

Introduction of the fundamentals of yoga. Additional fee

required.

**ACT163**

**1 credit**

**5/10K Race Training**

Provide student athletes with the opportunity to learn, experiment, and reflect on the development of their fitness level by teaching different methods of training within the sport of running. Topics covered include: Preparation, warm up and cool down, proper form, stride frequency, varying types of workouts, strength and injury prevention exercises.

**ACT168**

**1 credit**

**Body by Barre**

Participants will become familiar with barre as a fitness practice to enhance wellbeing through aerobic stamina, body-awareness, flexibility, mobility and strength. This course will focus on physical fitness through isometric ballet-based movements with an emphasis on proper body alignment.

**ACT219**

**F 1 credit**

**Folf**

Students will demonstrate their knowledge and ability in the sport of disk-golf (folf) through participation in the sport.

**ACT226**

**F 1 credit**

**Ranch Rodeo III****Prerequisite: ACT127**

This course will continue with the fundamentals of competition at Ranch Rodeo events within the NILE Region. Ranch broncs, wild cow milking, and proper horse and livestock handling, team penning, and team sorting will also continue to be presented. Students will be introduced to team doctoring and team trailering. This class may lead to a spot on the DCC Ranch Rodeo Team as a competing member of two college-sponsored teams.

**ACT227**

**S 1 credit**

**Ranch Rodeo IV****Prerequisite: ACT226**

This course will bring together all that was learned/presented in Ranch Rodeo I/II/III. The student will continue to work on, and perfect, skills in the fundamentals presented in the previous courses (fundamentals of competition at ranch rodeo events within the NILE Region: ranch broncs, wild cow milking, proper horse and livestock handling, team penning, team sorting, team doctoring, and team trailering). This class may lead to a spot on the DCC Ranch Rodeo team as a competing member of two college-sponsored teams.

**ACT191/291**

**F/S variable**

**Special Topics**

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand.

**ACT192/292**

**F/S variable**

**Independent Study**

Students follow a course of study and work with a faculty member to decide how the student will meet defined course objectives. Both student and instructor agree on



what the student will do (e.g., readings, research, and work projects), how the student's work will be evaluated, and the time frame for completion. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program.

**ACT294** **F/S variable**

#### **Workshop**

This is concentrated class sessions on a topic for which a particular need has been identified.

### **Activities-Varsity**

**ACTV120** **F 1 credit**

#### **Basketball I-Varsity**

Instruction and practice of fundamental skills in the collegiate-level of basketball. (Varsity) Students participate as a member of the intercollegiate sport.

**ACTV121** **S 1 credit**

#### **Basketball II-Varsity**

Instruction and practice of fundamental skills in the collegiate-level of basketball. (Varsity) Students participate as a member of the intercollegiate sport.

**ACTV125** **F 1 credit**

#### **Cross Country I-Varsity**

Instruction and practice of fundamental skills in the collegiate-level of Cross Country. (Varsity) Students participate as a member of the intercollegiate sport.

**ACTV126** **S 1 credit**

#### **Track and Field I-Varsity**

Instruction and practice of fundamental skills in the collegiate-level of Track. (Varsity) Students participate as a member of the intercollegiate sport.

**ACTV131** **F 1 credit**

#### **Softball I-Varsity**

Instruction and practice of fundamental skills in the collegiate-level of softball. (Varsity) Students participate as a member of the intercollegiate sport.

**ACTV133** **S 1 credit**

#### **Softball II-Varsity**

Instruction and practice of fundamental skills in the collegiate-level of softball. (Varsity) Students participate as a member of the intercollegiate sport.

**ACTV140** **F 1 credit**

#### **Baseball I-Varsity**

Instruction and practice of fundamental skills in the collegiate-level of baseball. (Varsity) Students participate as a member of the intercollegiate sport.

**ACTV143** **S 1 credit**

#### **Baseball II-Varsity**

Instruction and practice of fundamental skills in the collegiate-level of baseball. (Varsity) Students participate as a member of the intercollegiate sport.

**ACTV160** **F 1 credit**

#### **Rodeo I-Varsity**

Fundamentals of rodeo events in practices and competition with emphasis on NIRA rules, team spirit, conditioning, and safety measures. (Varsity) Students participate as a member of the intercollegiate sport and

DCC NIRA Card holders.

**ACTV163**

**S, 1 credit**

#### **Rodeo II-Varsity**

Fundamentals of rodeo events in practices and competition with emphasis on NIRA rules, team spirit, conditioning, and safety measures. (Varsity) Students participate as a member of the intercollegiate sport and DCC NIRA Card holders.

**ACTV170**

**F 1 credit**

#### **Volleyball I-Varsity**

Instruction and practice of fundamental skills in the collegiate-level of Volleyball. (Varsity) Students participate as a member of the intercollegiate sport.

**ACTV173**

**S 1 credit**

#### **Volleyball II-Varsity**

Instruction and practice of fundamental skills in the collegiate-level of Volleyball. (Varsity) Students participate as a member of the intercollegiate sport.

**ACTV184**

**F/S 1 credit**

#### **Pep Squad**

This is a course designed to promote school spirit on campus, school functions, and at games.

**ACTV220**

**F 1 credit**

#### **Basketball III-Varsity**

Instruction and practice of fundamental skills in the collegiate-level of basketball. (Varsity) Students participate as a member of the intercollegiate sport.

**ACTV221**

**S 1 credit**

#### **Basketball IV-Varsity**

Instruction and practice of fundamental skills in the collegiate-level of basketball. (Varsity) Students participate as a member of the intercollegiate sport.

**ACTV225**

**F 1 credit**

#### **Cross Country II-Varsity**

Instruction and practice of fundamental skills in the collegiate-level of Cross Country. (Varsity) Students participate as a member of the intercollegiate sport.

**ACTV226**

**S 1 credit**

#### **Track and Field II-Varsity**

Instruction and practice of fundamental skills in the collegiate-level of Track. (Varsity) Students participate as a member of the intercollegiate sport.

**ACTV231**

**F 1 credit**

#### **Softball III-Varsity**

Instruction and practice of fundamental skills in the collegiate-level of softball. (Varsity) Students participate as a member of the intercollegiate sport.

**ACTV233**

**S 1 credit**

#### **Softball IV-Varsity**

Instruction and practice of fundamental skills in the collegiate-level of softball. (Varsity) Students participate as a member of the intercollegiate sport.

**ACTV240**

**F 1 credit**

#### **Baseball III-Varsity**

Instruction and practice of fundamental skills in the collegiate-level of baseball. (Varsity) Students participate as a member of the intercollegiate sport.

**ACTV243****S 1 credit****Baseball IV-Varsity**

Instruction and practice of fundamental skills in the collegiate-level of baseball. (Varsity) Students participate as a member of the intercollegiate sport.

**ACTV260****F 1 credit****Rodeo III-Varsity**

Fundamentals of rodeo events in practices and competition with emphasis on NIRA rules, team spirit, conditioning, and safety measures. (Varsity) Students participate as a member of the intercollegiate sport and DCC NIRA Card holders.

**ACTV263****S 1 credit****Rodeo IV-Varsity**

Fundamentals of rodeo events in practices and competition with emphasis on NIRA rules, team spirit, conditioning, and safety measures. (Varsity) Students participate as a member of the intercollegiate sport and DCC NIRA Card holders.

**ACTV270****F 1 credit****Volleyball III-Varsity**

Instruction and practice of fundamental skills in the collegiate-level of Volleyball. (Varsity) Students participate as a member of the intercollegiate sport.

**ACTV273****S 1 credit****Volleyball IV-Varsity**

Instruction and practice of fundamental skills in the collegiate-level of Volleyball. (Varsity) Students participate as a member of the intercollegiate sport.

---

**Agricultural Business and Economics****AGBE105****F 3 credits****Ag Marketing**

This course covers principles of economics and agricultural marketing functions, agencies, services, and economic problems associated with production agriculture in Montana. The course includes an overview of commodity trading and the futures market.

**AGBE210****F 3 credits****Economics of Agricultural Business**

Topics include the theory of demand, product supply, and performance of the economy as a whole. Various economic policies are considered. Basics of marketing are studied. Marketing strategies and problems associated with agriculture commodities are also studied.

**AGBE278****S 3 credits****Agri-Business Planning**

A capstone course encompassing all of the skill sets taught in the Ag curriculum.

---

**Agricultural Sciences****AGSC194****F/S variable****Workshop**

Concentrated class sessions on a topic for which a particular need has been identified.

**AGSC198****F/S variable****Internship**

A maximum of 10 total credits may be earned for work experience with approved agencies. The student must

be enrolled in a vocational/technical program offering work experience and be working actively toward a degree. The student will work under the supervision of an instructor who will determine the number of credits to be earned based on the number of working hours and work responsibility. In general, 45 hours of work experience, including the seminar, is equivalent to one credit. The work experience program is directed by the college and the student's work is controlled by the supervising instructor.

**AGSC291****F/S variable****Special Topics**

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand.

**AGSC292****F/S variable****Independent Study**

Students follow a course of study and work with a faculty member to decide how the student will meet defined course objectives. Both student and instructor agree on what the student will do (e.g., readings, research, and work projects), how the student's work will be evaluated, and the time frame for completion. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program.

**AGSC294****F/S variable****Seminar/Workshop**

Concentrated class sessions on a topic for which a particular need has been identified.

---

**Allied Health: Athletic Training****AHAT210****F 3 credits****Prevention/Care of Athletic Injuries**

This course is designed to introduce the prospective coach and physical educator to the role of the trainer in injury prevention, treatment, and rehabilitation. Identification of injuries common to major sports is also studied. The student is given the opportunity to develop skills in taping techniques and the use of heat and cryogenic therapy.

---

**Allied Health: Medical Support****AHMS144****F 3 credits****Medical Terminology**

This is an integral, helpful course for any student who is planning to work in a medical environment. Nursing, pre-med, medical technology, veterinary science, veterinary technician, pharmacy, pharmacy technician, occupational or physical therapy, occupational or physical therapy technician, medical record coder, medical billing technician, medical insurance, and medical transcriptionists are all fields, which involve the language of medicine. This course is an introduction to medical word building through the study of prefixes, suffixes, and Latin word roots, using a body system approach.

---

**Animal Science****ANSC100****F 3 credits**

## Introduction to Animal Science

This course is an introductory animal science course, which includes basic principles of animal genetics, nutrition, live animal evaluation, reproduction, and application to the production of beef and dairy cattle, sheep, swine, horses, and poultry.

**ANSC108** **F 2 credits**

### Intro Livestock Eval

This course will expose the students to livestock evaluation. Through lecture and correlating lab (ANSC 109). The students will work with live animals and learn the terms used to evaluate livestock and apply this to selection of genetics.

**ANSC109** **F 1 credit**

### Intro Livestock Eval Lab

See ANSC108

**ANSC202** **S 4 credits**

### Livestock Feeding and Nutrition

This course deals with the digestion and metabolism of nutrients, nutrient requirements, feed composition, diet formulation, and practical feeding of various classes of animals, nutrient content of feeds, their digestion and absorption. Emphasis on developing balanced rations using various feeds. Rations are balanced using feeds that are common to or readily available to Montana. Special attention is given to rangeland environments and seasonal changes.

**ANSC215** **S 3 credits**

### Calving Management

This course will aid in understanding the nutritional needs of cows and heifers during gestation and after parturition. Students are prepared to recognize calving problems and subsequently assist during parturition, all to maximize calf survival. Additional fee required.

**ANSC222** **F 3 credits**

### Livestock in Sustainable Systems

This course is a systems approach to sustainable livestock and agricultural production systems. The student will be exposed to multiple aspects of livestock operations and agricultural production systems and how they affect one another and maintain sustainability. The student will also be exposed to proper handling facilities and design of them to reinforce the efficiency of operational sustainability.

**ANSC234** **1 credit**

### Livestock Management – Beef I

This course will cover proper beef cattle handling, reasons for proper handling, knowledge of basic beef cattle management skills, and Montana Beef Quality Assurance Certification.

**ANSC240** **F 3 credits**

### Animal Reproduction

Principles of reproductive physiology associated endocrine hormones, their function and application to domestic animals such as cattle, sheep, goats, horses, and pigs. Basis for reproductive management providing knowledge in environmental influences on reproductive efficiency and application of selected techniques for controlling

reproduction. Additional fee required.

**ANSC262** **S 3 credits**

### Range Livestock Production

**Prerequisite:** NRSM101, and ANSC100, or consent of instructor

The course teaches principles of beef and sheep production in rangeland environments. Breeding, reproduction, nutrition, marketing, and distribution are examined.

**ANSC265** **S 3 credits**

### A & P of Domestic Animals

**Prerequisite:** BIOB160, Sophomore standing **Co-requisite:** ANSC266

The lecture defines and identifies the organization of cell types into tissues and organ systems. The lecture explains the physiology of organ systems in domestic farm animals.

**ANSC266** **S 1 credit**

### A & P of Domestic Animals Lab

**Prerequisite:** BIOB160, sophomore-standing **Co-requisite:** ANSC265

Location, structure and identification of various tissues, organs, and systems of domestic animals through dissection of cadaver animals. Lab utilizes ruminants of mono-gastric species. Additional fee required.

**ANSC299** **S 3 credits**

### Ag Capstone

**Prerequisite:** Consent of Instructor

This capstone course is intended to showcase the student's interdisciplinary knowledge of the Agriculture Program Learning Objectives. Students pursue research on a question or problem of their choice, engage in scholarly debates in the relevant disciplines, and – with the guidance of a mentor – produce a substantial paper that reflects a deep understanding of the topic.

## Anthropology

**ANTY101** **S 3 credits**

### Anthropology & the Human Experience

**Core III or Core VI**

A survey of cultural and physical anthropology; the origin and development of human beings and their cultures, ethnic identities, kinship, structure, the development of economic, social and political structures are examined in depth.

**ANTY191/291** **F/S variable**

### Special Topics

These courses are designed to meet particular needs or are given on a trial basis to determine demand.

**ANTY192/292** **F/S variable**

### Independent Study

Students follow a course of study and work with a faculty member to decide how the student will meet defined course objectives. Both student and instructor agree on what the student will do (e.g., readings, research, and work projects), how the student's work will be evaluated, and the time frame for completion. The student must interact with the faculty member on a regular and substantive basis

to assure progress within the course or program.

**ANTY194/294**

**F/S variable**

### **Workshop**

Concentrated class sessions on a topic for which a particular need has been identified.

## **Art: Art History**

**ARTH101**

**F/S 3 credits**

### **Foundations of Art**

#### **Core II, Category I or Category II**

This course is designed to provide an introductory overview to the elements and principles of visual arts. Students are presented with a variety of art experiences including various media and production processes, the language of aesthetics, and art criticism. The objective of this course is to give students the opportunity to create art, to view art, to explore aesthetics, and to develop an awareness of the important contribution the visual arts make to our culture and the constructs of our worldview. Students interested in an introduction to the basic language of art, education majors, or those seeking an AA degree are encouraged to enroll. Additional fee required.

**ARTH160**

**F/S 3 credits**

### **Global Visual Culture (Art Appreciation)**

#### **Core II, Category II or Core VI**

This course is a foundation for the understanding and appreciation of many art forms of the world including major movements, artists, and specific works. The interrelationship of art to society is explored via lectures, imagery, class discussion, and written assignments.

**ARTH200**

**F/Alt Yr 3 credits**

### **Art of World Civilization I (Art History)**

#### **Core II, Category II or Core VI**

A well-rounded student requires an exposure to the history of mankind's artistic achievements. The purpose of this class is to acquaint the student with an historic panorama of the visual arts, the trends, and the creative spirit of the masters. The scope of this section of art history covers visual arts traditions from around the world including the Paleolithic period through the medieval period.

**ARTH201**

**S/Alt Yr 3 credits**

### **Art of World Civilization II (Art History)**

#### **Core II, Category II**

Art of World Civilization II continues with a chronological overview of visual arts traditions from around the world including the Gothic period through the present. One may enter Art of World Civilization II without taking Art of World Civilization I.

## **Art: Visual Arts**

Please Note: Studio Art Courses – Students are required to furnish their own supplies for studio art classes. Cost of these supplies will vary from class to class. Supply lists are available at the college bookstore and students are expected to come prepared for the first class session. The student may contact the instructor prior to the start of class with any questions or concerns regarding the

requisite supplies.

**ARTZ100**

**F 3 credits**

### **Beginning Art**

#### **Core II, Category I**

This course is intended to serve as a broad overview to Art, with specific assignments to help students learn the Principles and Elements of Design, Color Theory, and Compositional Devices for effective image making and visual communication.

**ARTZ105**

**F/S 3 credits**

### **Visual Language – Drawing**

#### **Core II, Category I**

This introductory lecture/production class is designed to provide study and practice in the basic elements of drawing. The traditional subject areas of still life, landscape, and portraiture are presented for study and exploration in a variety of media and techniques. Recommended for all levels of experience, this course has no prerequisites, but is fundamental for students planning to continue to explore the visual arts. Additional fee required.

**ARTZ106**

**F/S 3 credits**

### **Visual Language – 2D Foundations**

#### **Core II, Category I or Category II**

The development of basic two-dimensional technical and aesthetic concepts through an emphasis on design elements and principles. Visual problem solving in 2D pictorial construction, and color theory. Critiques develop student's ability to formulate and verbalize knowledgeable responses to visual production. Required weekly lecture on various aspects of visual arts practice. Additional fee required.

**ARTZ108**

**F/S 3 credits**

### **Visual Language – 3D Foundations**

#### **Core II, Category I or Category II**

The development of basic three-dimensional technical and aesthetic concepts through an emphasis on design elements and principles. Visual problem solving in 3D construction, and some color theory. Critiques develop student's ability to formulate and verbalize knowledgeable responses to visual production. Required weekly lecture on various aspects of visual arts practice. Additional fee required.

**ARTZ211**

**F/S 3 credits**

### **Drawing I – Figure**

#### **Core II, Category I**

Utilizing the lecture/production format presented in ARTZ105, students will study the human figure and anatomy with a focus on developing observational drawing skills and creative approaches to rendering the body. Additional fee required.

**ARTZ212**

**F/S 3 credits**

### **Drawing Studio**

#### **Core II, Category I**

Utilizing the lecture/production format presented in ARTZ105, this course expands the study & practice in the basic elements of drawing. The traditional subject areas of



still life, landscape, and portraiture are presented for study & exploration in a variety of media and techniques with emphasis placed upon design principles and expressive use of materials. One should consider this course if one has successfully completed ARTZ105. Consent of the instructor is required for those not fulfilling this prerequisite.

Additional fee required.

**ARTZ214 F 3 credits**

### **Illustration**

#### **Core II, Category I**

This course provides an opportunity to explore a variety of methods and materials used in illustration. Students practice a range of techniques, which can be used to enhance the expressive potential of illustration. The course examines different genres in illustration including children's books, graphic novels, character design, and sequential art, and builds upon design and communication practices taught in Foundations and Drawing courses. Students interested in using art and sequential art to communicate, education majors, or those seeking an AA degree are encouraged to enroll. Additional fee required.

**ARTZ221 F/Alt Yr 3 credits**

### **Painting I**

#### **Core II, Category I**

This course introduces students to the basic technical aspects of paint handling and manipulation, composition, color theory and mixing. Students will explore critical and conceptual concerns, such as visual problem solving and development of personal expression and visual language. This course is recommended for beginning and advanced students. Additional fee required.

**ARTZ222 S/Alt Yr 3 credits**

### **Painting Studio**

#### **Core II, Category I**

**Prerequisite:** ARTZ221, or consent of instructor

This course continues to explore the technical and conceptual concerns of ARTZ221. Assignments foster the creative use of materials and personal artistic growth through expansion of styles and subject matter. Additional fee required.

**ARTZ224 F/Alt Yr 3 credits**

### **Watercolor I**

#### **Core II, Category I**

**Prerequisite:** ARTH101, ARTZ105 or consent of instructor

Watercolor I is designed to introduce a variety of techniques applicable to watercolor painting to the beginning student. The class concentrates on building skills and development of confidence with the medium. Additional fee required.

**ARTZ225 S/Alt Yr 3 credits**

### **Watercolor Studio**

#### **Core II, Category I**

**Prerequisite:** ARTZ224

Watercolor II provides the opportunity to develop individual style and explore a variety of creative techniques applicable to watercolor procedure. Additional fee required.

**ARTZ231**

**F/S 3 credits**

### **Ceramics I**

#### **Core II, Category I**

Introduction to clay as a historical and contemporary art-making medium. This course is designed to take the beginner through a series of clay projects to give the skills to create a variety of subject matter through the basic methods of hand-building, sculpting, mold casting, and wheel throwing techniques. Design aspects of mainly form working with function will be produced. A variety of surface decoration techniques will be explored. Additional fee required.

**ARTZ291**

**F/S variable**

### **Special Topics**

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand. Additional fee required.

**ARTZ292**

**F/S variable**

### **Independent Study**

Students follow a course of study and work with a faculty member to decide how the student will meet defined course objectives. Both student and instructor agree on what the student will do (e.g., readings, research, and work projects), how the student's work will be evaluated, and the time frame for completion. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program.

**ARTZ294**

**F/S variable**

### **Workshop**

Concentrated class sessions will be held on a topic for which a particular need has been identified.

---

## **Basic Skills**

**DCC101**

**F/S 1 credit**

### **Dawson College Success**

#### **Required Freshman Course**

Dawson College Success provides the first-time College student with the connections, tools, and best practices for full success in college. Students will establish connections to academic advising and student services; integrate into campus-wide community; maximize academic and career options including transfer and placement; and develop the advanced study skills and information literacy appropriate to the advanced collegiate level. Students will cultivate self-care and reflection on the collegiate experience.

---

## **Biology: General**

**BIOB101**

**F 3 credits**

### **Discover Biology**

#### **Core IV**

**Co-requisite:** BIOB102

This is a general survey course providing an overview of biology. The course includes an introduction to cells (both plant and animal), the relationship between cells and energy (cellular respiration and photosynthesis) and the cell cycle (mitosis). Inheritance and the role of genetics in today's world is also presented.



**BIOB102**  
**Discover Biology Laboratory**  
**Core IV**

**F 1 credit**

**Co-requisite: BIOB101**

Includes laboratory experiments and exercises from different areas of biology and is used to supplement material covered in the lecture course. Additional fee required.

**BIOB110**  
**Plant Science**  
**Core IV**

**S 3 credits**

**Prerequisite: NRSM101**

This course provides an understanding of basic plant science principles and environmental components that impact plant growth and plant interaction with agriculture and humankind. Students develop solutions to problems.

**BIOB160**  
**Principles of Living Systems**  
**Core IV**

**F 3 credits**

**Co-requisite: BIOB161**

This course is designed to be an introductory course for other biology courses. Students will understand and apply major concepts in molecular and cellular biology including: biological macromolecules, cell structure and function, major biochemical pathways (cellular respiration and photosynthesis), cell division, Mendelian genetics, modern biotechnology, early development, and major control mechanisms within the body. Students will also examine the scientific method.

**BIOB161**  
**Principles of Living Systems Lab**  
**Core IV**

**F 1 credit**

**Co-requisite: BIOB160**

A series of laboratory experiments and exercises illustrating and supporting concepts studied in BIOB160. Additional fee required.

**BIOB170**  
**Principles of Biological Diversity**  
**Core IV**

**S 3 credits**

**Prerequisite: BIOB160/161, or consent of instructor**

**Co-requisite: BIOB170**

This course is designed to help students understand and apply major concepts in organismal biology including the diversity, evolution, and ecology of organisms. The origin of life and the evolution of cells, classification and evolution of organisms, major domains and kingdoms of life, natural selection and evolution, species diversity, ecosystems organization and energy flow, community interactions, population ecology and behavioral ecology will be discussed.

**BIOB171**  
**Principles of Biological Diversity Lab**  
**Core IV**

**S 1 credit**

**Co-requisite: BIOB170**

A series of laboratory experiments and exercises illustrating and supporting concepts studied in BIOB170. Additional fee required.

**BIOB291**  
**Special Topics**

**F/S variable**

These courses are designed to meet particular needs or are given on a trial basis to determine demand.

**BIOB292**  
**Independent Study**

**F/S variable**

Students follow a course of study and work with a faculty member to decide how the student will meet defined course objectives. Both student and instructor agree on what the student will do (e.g., readings, research, and work projects), how the student's work will be evaluated, and the time frame for completion. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program.

**BIOB294**  
**Seminar/Workshop**

**F/S variable**

Concentrated class sessions on a topic for which a particular need has been identified

**Biology: Human**

**BIOH201**  
**Human Anatomy and Physiology I**  
**Core IV**

**F 3 credits**

**Prerequisite: BIOB160 or consent of instructor**

**Co-requisite: BIOH202**

This class will be a study of human physiology and anatomy that is particularly suitable for nurses, physical education majors, biology majors, and the allied health professions. This semester will include cellular biology, the skeletal system, the integumentary system, muscular system, and the nervous system.

**BIOH202**  
**Human Anatomy and Physiology I Lab**  
**Core IV**

**F 1 credit**

**Co-requisite: BIOH201**

A series of laboratory experiments and exercises illustrating and supporting concepts studied in BIOH201. Additional fee required.

**BIOH211**  
**Human Anatomy and Physiology II**  
**Core IV**

**S 3 credits**

**Prerequisite: BIOH201 or consent of instructor**

**Co-requisite: BIOH212**

This class will be a study of human physiology and anatomy that is particularly suitable for nurses, physical education majors, biology majors, and the allied health professions. The second part of this two-semester course sequence will incorporate the nervous system, endocrine system, cardiovascular system, digestive system, respiratory system, urinary system, and reproductive system.

**BIOH212**  
**Human Anatomy and Physiology II Lab**  
**Core IV**

**S 1 credit**

**Co-requisite: BIOH211**

A series of laboratory experiments and exercises illustrating and supporting concepts studied in BIOH211. Additional fee required.

---

**Biology: Micro****BIOM250** **S 3 credits****Microbiology for Health Sciences****Core IV****Prerequisite:** BIOB160/161 or consent of instructor**Co-requisite:** BIOM251

An introduction to microorganisms, emphasizing bacteria.

Major topics include the history of microbiology; bacterial structure, function, metabolism and genetics; viral structure and replication, sub viral particles, and an introduction to fungi and protozoans. Also included are the role of microorganisms in ecology and human health, disease processes and the immune response.

**BIOM251** **S 1 credit****Microbiology for Health Sciences Lab****Core IV****Co-requisite:** BIOM250

Laboratory work to accompany BIOM250. This course includes microscopy, staining and culture techniques, metabolism, UV induced mutations, differentiation of bacteria, and effectiveness of various antibiotics and disinfectants. Emphasis will be placed on safe practice in all aspects of microbiology laboratory work. Additional fee required.

---

**Business: Finance****BFIN205** **Online Only 3 credits****Personal Finance**

This course will enable the student to study personal financial planning, money management, credit and tax planning, and major expenditures.

---

**Business: General****BGEN105** **F 3 credits****Introduction to Business**

This course covers the meaning and the purpose of business in our society. The development of business, current trends, and an introduction to the following business areas: forms of business organization, business planning and management, human resource management, marketing, money and finance, and the social responsibilities of business.

**BGEN235** **S 3 credits****Business Law**

This course examines the legal environment faced by the members of the business community including employers, employees, property owners, retailers, consumers, lenders and borrowers. After developing a basic outline of the legal system, the course focuses on the topics of contract law and commercial transactions.

**BGEN253** **Online Only 3 credits****Business Statistics & Research****Prerequisite:** CAPP131 and any 100 level math

This class focuses on statistical study, descriptive statistics, probability, binomial distribution, index numbers, time

series, decision theory, confidence intervals, linear regression, and correlation.

**BGEN291** **F/S variable****Special Topics**

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand.

**BGEN292** **F/S variable****Independent Study**

Students follow a course of study and work with a faculty member to decide how the student will meet defined course objectives. Both student and instructor agree on what the student will do (e.g., readings, research, and work projects), how the student's work will be evaluated, and the time frame for completion. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program.

**BGEN294** **F/S variable****Workshop**

Concentrated class sessions on a topic for which a particular need has been identified.

**BGEN298** **F/S variable****Internship**

A maximum of 10 total credits may be earned for work experience with approved agencies. The student must be enrolled in a vocational/technical program offering work experience and be working actively toward a degree. The student will work under the supervision of an instructor who will determine the number of credits to be earned based on the number of working hours and work responsibility. In general, 45 hours of work experience, including the seminar, is equivalent to one credit. The work experience program is directed by the college and the student's work is controlled by the supervising instructor.

---

**Business: Management****BMGT210** **S 3 credits****Small Business Entrepreneurship****Prerequisite:** BGEN105

This course acquaints the student with the basics of management through the study of the problems and procedures involved in organizing, planning, directing, and controlling a small business. Writing a business plan is central to this course.

**BMGT215** **F 3 credits****Human Resource Management**

This course covers the major legislation affecting the management of people including the topics of discrimination, sexual harassment, employment at will, and the Americans with Disabilities Act. The course also covers the topics of hiring and firing employees, discipline, evaluation processes, compensation, and business ethics.

**BMGT225** **S 3 credits****Employee Staffing and Selection**

This course addresses the core concepts of staffing, strategy, and systems while supporting the idea that it is people who drive an organization to sustainable

competitive advantage. Recruitment and selection are introduced from both the organizational and applicant perspective to ensure that new employees have the experience necessary to reduce costs and staff turnover and achieve desired outcomes.

**BMGT226** **S 3 credits**

### **Employee Management and Success**

Organizations with motivated, talented employees that offer outstanding customer service are more likely to pull ahead of the competition. Successful performance management, job analysis, and training and development are just a few of the strategies used to gain this competitive edge in business. Leaders who reflect strong employee management skills contribute to the success of their organizations.

**BMGT227** **S 3 credits**

### **Administration of Compensation and Benefits**

This course will focus on wage and salary administration in organizations; total compensation systems; interrelationship among employee performance, intrinsic and extrinsic rewards, internal and external pay equity, and employee satisfaction; employee benefits; and employee incentive programs.

**BMGT228** **S 3 credits**

### **Ethical, Social, and Legal Issues for Human Resources**

This course focuses on the ethical, social, and legal issues managed by the human resources personnel. Knowledge and understanding of these issues will help assure legal compliance of local, state, and federal law. Additionally, professional organizations may provide ethical and social standards that are in the best interest of both the client and the business.

**BMGT237** **S 3 credits**

### **Human Relations in Business**

The study of the interaction of people in work and life situations is the focus of this course. The course will acquaint the student with organizational issues, the ability to work with people and how to deal with problems rationally. The course also deals with how to develop a greater sensitivity toward behavioral patterns, distinct ways of thinking, feeling and acting.

**BMGT290** **S 3 credits**

### **Practicum**

Students taking the practicum in Rural Organization Employee Management will perform needs analysis to identify an area of improvement related to Human Resources in an existing business or not for profit.

---

## **Business: Marketing**

**BMKT225** **F 3 credits**

### **Marketing**

This course is designed to acquaint the student with the study of the marketing mix (product, price, promotion and distribution), consumer behavior, and the implication of marketing decisions. A specific point of emphasis is marketing in today's electronic commerce and social media

environments.

---

## **Chemical Addiction Studies**

**Relationship of courses to professional organizations: these courses address requirements of the following professional organizations:**

- Montana Department of Labor and Industry requirement that Licensed Addiction Counselor candidates complete substance abuse counseling course work addressing fundamentals of substance abuse counseling.
- Council for the Accreditation of Counseling and Related Educational Programs (CACREP) area standards for community counseling programs.
- American Counseling Association Code of Ethics requirement that counselors establish counselor education and training programs that make students aware of the ethical responsibilities and standards of the profession.

**CAS194/294**

**F/S variable**

### **Seminar/Workshop**

These are concentrated class sessions on a topic for which a particular need has been identified.

**CAS231**

**F 2 credits**

### **Pharmacology/Addictions**

This course examines medications that are commonly prescribed for psychiatric disabilities; descriptions of medication effects, interaction, and side effects. This course addresses requirements of professional organizations. This course is taught online.

**CAS233**

**F 3 credits**

### **Chem Dependence & Addiction Theory**

This course provides an overall introduction to addiction counseling by examining the theories and empirical evidence behind chemical addiction and dependence. This class will also provide an introduction to the assessment and treatment of alcoholism and other chemical dependencies, with emphasis on the application of specific clinical strategies to this specialized problem area. This class is taught online.

**CAS234**

**3 credits**

### **Family Group Counseling**

**CAS252**

**F 2 credits**

### **Gambling/Gaming Disorders in Substance Abuse Counseling**

This course provides 30 hours of training to assess, place and treat individuals with gambling and gaming disorders, and includes online addictions as described in DSM-5. This course is taught online.

**CAS254**

**S 2 credits**

### **Co-occurring Disorders**

This course examines commonly co-occurring psychological conditions that often exist with people with addictions. This course is taught online.

**CAS256**

**F/Alt Yr 3 credits**

### **Addiction Counseling II**

**Prerequisite: PSYX100 and CAS233**

This course provides advanced and additional information for addiction counseling with a short review and update of drug and alcohol counseling before delving into diversity issues in treatment, up-to-date information on drug effects, how to best assess-diagnose-interview-treat persons with addictions, differences between persons with different levels of addiction, differential treatment and treatment settings, developmental approaches in differential treatment, family treatment, counseling for loss and grief in addiction, group counseling for addictions, relapse prevention and recovery services, the role of support groups and spirituality in addiction recovery (AA, NA, CR), and professional issues for Addiction Counselors. This course is taught online.

**CAS260 F 4 credits**

**Addiction Assess/Documentation**

This course provides instruction and experience in assessment, treatment planning, and patient progress/discharge documentation for Chemical Dependency students. Additional time is dedicated to examining the laws, principles, and practices of documentation. Students will learn the principles of Measurement and Assessment and apply Assessment Instruments in simulations, learning how to administer, score, interpret and use the acquired information to make diagnoses, prepare treatment plans, and decide how and where to place clients for their maximum benefit. This course is taught online.

**CAS262 S 2 credits**

**Addiction Treatment and Documentation**

**Prerequisite: CAS260**

This course is an in-depth study for creating effective treatment plans for persons with addictions of all types. Students gain both the resources and the experience needed to formulate and write DSM-5 compliant treatment plans. This course is taught online.

**CAS265 S 2 credits**

**Multicultural Competence and Ethics**

This course is designed to examine cultural and ethical constructs related to addictions counseling. It examines culturally based perspectives to counseling clients from non-dominant cultures, including the approaches counselors must take to meet culturally based rules and expectations. Included is an exploration of all the related ethics for counseling competence in Chemical Dependency Counselor behavior. This course is taught online.

**CAS266 S 1 credit**

**Ethics for CAS**

This course explores the concept of ethics as applied to the Chemical Dependency counselor behaviors. This course is taught online.

**CAS268 S 2 credits**

**Alcohol and Drug Studies**

This course is designed as a comprehensive and practical overview for counseling all people with addictions – helping the counselor both choose a model of addiction and clarify their role in the counseling relationship for all categories and through all phases of addictions – including

how to integrate approaches for the client's benefit. This course is taught online.

**CAS270 F 1 credit**

**Gambling/Gaming Disorder Assessment & Counseling I**

This course sequence satisfies the Montana State 2016 requirement for all LAC licensees to complete 15 hours of training to assess, place, and treat individuals with online gambling and gaming disorders, and includes online addictions as described in the new DSM-5. In conjunction with CAS272, it is one-half of the 30 hours required for licensee applicants. This course is taught online.

**CAS272 F 1 credit**

**Gambling/Gaming Disorder Assessment & Counseling II**

This 15 hour course in sequence with CAS270 completes the Montana State 2016 requirement for all LAC candidates to complete 30 hours of training to assess, place, and treat individuals with gambling and gaming disorders, and includes online addictions as in the new DSM-5. This course is taught online.

**CAS291 F/S variable**

**Special Topics**

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand. Such as Ethics for CD Counselors and Culturally Effective Substance Abuse Counseling.

**CAS292 F/S variable**

**Independent Study**

Students follow a course of study and work with a faculty member to decide how the student will meet defined course objectives. Both student and instructor agree on what the student will do (e.g., readings, research, and work projects), how the student's work will be evaluated, and the time frame for completion. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program.

**CAS294 F/S variable**

**Workshop**

Concentrated class sessions on a topic for which a particular need has been identified.

---

**Chemistry**

**CHMY121 F 3 credits**

**Intro to General Chemistry**

**Core IV**

**Prerequisite: high school algebra or consent of instructor**

**Co-requisite: CHMY122**

The basic principles of modern chemistry, including measurement, atomic theory and structure, the periodic table, covalent and ionic bonding, nomenclature, stoichiometry, the gas laws, solutions, acids and bases, chemical equilibrium, and nuclear chemistry.

**CHMY122 F 1 credit**

**Intro to General Chemistry Lab**

**Core IV**

**Co-requisite: CHMY121**

Laboratory work to accompany CHMY121. This course includes basic experiments, which support the concepts



covered in CHMY121. Gathering and analysis of empirical data, along with laboratory safety and technique, will be emphasized. Additional fee required.

**CHMY123 S 3 credits**

**Intro to Organic & Biochemistry**

**Core IV**

**Prerequisite: CHMY121/CHMY122 or equivalent course.**

**Co-requisite: CHMY124**

A continuation of CHMY121, emphasizing organic and biochemistry. Topics covered include organic nomenclature, functional groups, organic reactions, major classes of biological molecules, and metabolism.

**CHMY124 S, 1 credit**

**Intro to Organic & Biochemistry Lab**

**Core IV**

**Co-requisite: CHMY123**

Laboratory work to accompany CHMY123. This course includes basic experiments, which support the concepts covered in CH109, emphasizing laboratory safety and technique. Included are organic synthesis and purification, properties and differentiation of functional groups, and properties and differentiation of biological molecules. Additional fee required.

**CHMY141 F 4 credits**

**College Chemistry I**

**Core IV**

**Prerequisite: minimum of two years high school algebra or consent of instructor**

**Co-requisite: CHMY142**

A more mathematically intensive approach to the topics of general chemistry, intended for science-oriented majors. Topics covered include matter and measurement, atomic theory, chemical reactions, stoichiometry, aqueous reactions, solution stoichiometry, thermochemistry, electronic structure, the periodic table, chemical bonding, molecular geometry, and gases.

**CHMY142 F 1 credit**

**College Chemistry Laboratory I**

**Core IV**

**Co-requisite: CHMY141**

Laboratory work to accompany CHMY141. This course includes basic experiments, which support the concepts covered in CHMY141. Gathering and analysis of empirical data, along with laboratory safety and technique, will be emphasized. Additional fee required.

**CHMY143 S, 4 credits**

**College Chemistry II**

**Core IV**

**Prerequisite: CHMY141/CHMY142 or consent of instructor**

**Co-requisite: CHMY144**

A continuation of CHMY141 including intermolecular forces, solutions, chemical kinetics, chemical equilibrium, acid/base equilibria, thermodynamics, electrochemistry, nuclear chemistry, and miscellaneous descriptive chemistry topics relevant to lab work.

**CHMY144**

**S 1 credit**

**College Chemistry Laboratory II**

**Core IV**

**Co-requisite: CHMY143**

Laboratory work to accompany CHMY143. This course includes basic experiments, which support the concepts covered in CHMY143. Gathering and analysis of empirical data, along with laboratory safety and technique, will be emphasized. Additional fee required.

**CHMY194/294**

**F/S variable**

**Seminar/Workshop**

These are concentrated class sessions on a topic for which a particular need has been identified.

**CHMY290**

**F/S variable**

**Undergraduate Research**

These courses are directed research or study on an individual basis. Requires the consent of the instructor.

**CHMY291**

**F/S variable**

**Special Topics/Experimental Course**

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand.

**CHMY292**

**F/S variable**

**Independent Study**

Students follow a course of study and work with a faculty member to decide how the student will meet defined course objectives. Both student and instructor agree on what the student will do (e.g., readings, research, and work projects), how the student's work will be evaluated, and the time frame for completion. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program.

---

**Coaching**

**COA192/292**

**F/S variable**

**Independent Study**

Students follow a course of study and work with a faculty member to decide how the student will meet defined course objectives. Both student and instructor agree on what the student will do (e.g., readings, research, and work products), how the student's work will be evaluated, and the time frame for completion. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program.

**COA194/294**

**F/S variable**

**Workshop**

This is concentrated class sessions on a topic for which a particular need has been identified.

**COA205**

**F 3 credits**

**Introduction to Coaching**

This course is designed to prepare the student to meet the challenges of modern-day coaching. The intention is to expose the student to a variety of coaching philosophies. This course will provide the student with coaching techniques to meet the needs of today's athlete.



**COA210 F 2 credits****Introduction to Sports Officiating**

This is a survey of games and sports with special emphasis on rules and officiating.

**COA291 F/S variable****Special Topics**

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand.

---

**Communications****COMX111 F/S 3 credits****Introduction to Public Speaking****Core I**

Public Speaking is a foundational communication and academic course. This course emphasizes building skills to become a more effective communicator in the classroom, in the workplace, and within the community, including the responsible use of information through research, organizational preparation, ability to critique information, and speech delivery. Students are expected to participate in daily class discussions and activities focused on the craft of public speaking.

**COMX115 F/S 3 credits****Intro Interpersonal Communications**

This course attempts to develop an awareness of, and insight into, the choices made by participants in face-to-face, non-public, human communication. Experiential exercises encourage the student to apply this understanding, and to use it in interpreting his/her own and other people's attempts at communication.

**COMX194/294 F/S variable****Seminar/Workshop**

Concentrated class sessions on a topic for which a particular need has been identified.

**COMX291 F/S variable****Special Topics**

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand.

**COMX292 F/S variable****Independent Study**

Students follow a course of study and work with a faculty member to decide how the student will meet defined course objectives. Both student and instructor agree on what the student will do (e.g., readings, research, and work projects), how the student's work will be evaluated, and the time frame for completion. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program.

---

**Computer Applications****CAPP131 F/S 3 credits****Basic MS Office****Core V (Required)**

**Prerequisite:** Consent of instructor

This course provides an overview of the Microsoft Office Suite of applications including Word, Excel, Access, and PowerPoint. Students will also learn to use the Internet/World Wide Web as a business tool.

**CAPP154 S 3 credits****MS Word****Prerequisite:** CAPP131 or equivalent

Word processing software has a wide variety of applications, and this course continues to provide instruction in these applications using MS Word. Topics covered include merge, sorting, macros, creating forms, working with tables, creating charts, working with styles and creating outlines, master documents, sub-documents, and shared documents. Students completing this course may qualify for Microsoft Certification.

**CAPP156 S 3 credits****MS Excel****Prerequisite:** CAPP131 or consent of instructor

This course introduces the use of Excel for the organization, display, and analysis of numerical data. Topics include creating, editing and formatting worksheets, charting, lists, integration, macros, and multiple worksheets.

**CAPP158 S 3 credits****MS Access****Prerequisite:** CAPP131

This course introduces the use of a database for the organization. Students will learn to use Microsoft Access to complete a series of projects to illustrate how data is handled in the business world, by creating relational tables, multi-table queries, forms, and reports.

---

**Computer Science/Programming****CSCI103 F 3 credits****Breadth-First Programming**

This is the first class for Web Development majors. In this class, students will be introduced to computer programming at the lowest level. Students will learn how the CPU interacts with RAM to process data through several programming activities and assignments. Topics include numbering systems (binary, decimal, and hexadecimal), machine code, MS Debug, 16-bit assembly, and 32-bit assembly.

**CSCI100 F 4 credits****Introduction to Programming**

This is an introductory course in computer science that focuses on the architecture of current microcomputers, the role of the operating system, simple data types, data structures, functions, pointers, and modular programming. Students will study these topics by creating simple programs in a common programming language. Students will also be introduced to object-oriented programming.

**CSCI110 Online Only 3 credits****Programming with Visual Basic I****Prerequisite:** CAPP138

This course is an introduction to Microsoft Visual Basic Net. Students will create object-oriented applications using

forms, text boxes, labels, buttons, radio buttons, and check boxes. Prior programming experience is necessary.

**CSCI111 F 3 credits**

### **Programming with Java I**

This course represents the first semester of an objects-first introductory track that covers the fundamental programming concepts in two semesters. The course introduces the fundamental concepts of programming from an object-oriented perspective. Topics include simple data types, control structures, inheritance, class hierarchies, polymorphism, and abstract and interface classes as well as debugging techniques and the social implications of computing.

**CSCI112 S 3 credits**

### **Programming with C I**

#### **Prerequisite: prior programming experience**

This course emphasizes top-down design, modularity, efficiency, and robustness. Students will understand programming essentials such as I/O, assignments, decisions, recursion, iteration, scalar types, arrays, and structures. Students use the C programming language, and are introduced to Java and object-oriented concepts. **Note:** this course should be taken before CSCI110.

**CSCI210 S 3 credits**

### **Web Programming**

This course is about the creation of Web sites. Students learn HTML, JavaScript, and the manipulation of HTML using JavaScript and cascading style sheets.

**CSCI290 F/S, variable**

### **Individual Problems**

These courses are directed research or study on an individual basis. Requires the consent of the instructor.

**CSCI291 F/S variable**

### **Special Topics**

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand.

**CSCI294 F/S variable**

### **Workshop**

Concentrated class sessions on a topic for which a particular need has been identified.

---

## **Construction Trades**

**CSTN100 F 3 credits**

### **Fundamentals of Construction Tech**

A survey of construction techniques from basic carpentry to plumbing and electrical wiring. Additional fee required.

**CSTN215 F/S 2 credits**

### **Woodworking I**

This course involves selection, care, and use of woodworking tools; principles of joinery and simple woodworking exercises, along with the care and use of woodworking machines. Additional fee required.

**CSTN216 F/S 2 credits**

### **Woodworking II**

Continuation of CSTN215 involving more advanced woodworking exercises. Additional fee required.

**CSTN294**

**F/S variable**

### **Workshop**

These are concentrated class sessions on a topic for which a particular need has been identified.

**CSTN291**

**F/S variable**

### **Special Topics**

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand.

**CSTN292**

**F/S variable**

### **Independent Study**

Students follow a course of study and work with a faculty member to decide how the student will meet defined course objectives. Both student and instructor agree on what the student will do (e.g., readings, research, and work projects), how the student's work will be evaluated, and the time frame for completion. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program.

---

## **Corrosion Technology**

**CORR101**

**F 1 credit**

### **Safety**

Provides safety orientation including the role of OSHA in job-site safety, OSHA policies, procedures and standards, construction safety and health (29 CFR 1926), safety protocols, safe use of hand and power tools, and locating equipment, recognition and correction of hazardous conditions, and the use of personal protective equipment. Additional fee required.

**CORR102**

**F 3 credits**

### **Introduction to Corrosion**

Introduces the fundamentals of corrosion including causes of common corrosion problems, environments in which corrosion occurs, methods for controlling corrosion, corrosion testing and monitoring, and the type of work performed by a corrosion technician. Additional fee required.

**CORR103**

**F 3 credits**

### **DC Circuits**

Introduces the terms, concepts, and theories of basic electricity specific to DC (Direct Current). Focuses on the fundamentals of direct current, electrical safety, application of electrical laws, methods for basic circuit analysis, functions of devices using DC current, and the use of measuring devices. Additional fee required.

**CORR104**

**F 3 credits**

### **Coatings and Linings**

This course will address the science, types, application, use and management of industrial coatings and linings in combating corrosion. Emphasis is on coating selection, surface preparation, corrosion protection and containment of pipelines. Additional fee required.

**CORR105**

**S 3 credits**

### **Electricity and Electrical Reactions**

This course introduces the terms and concepts of basic electricity specific to AC (Alternating Current). Focus is on

AC reactive components, AC power, AC generators, voltage regulators, AC motors, transformers, test instruments and measuring devices, and electrical distribution systems. Additional fee required.

**CORR106 S 4 credits**

**Cathodic Protection (3cr lec/1cr lab)**

Provides a comprehensive study of corrosion control, testing techniques and criteria, coatings, survey methods, data analysis and regulatory compliance for pipelines and underground storage tanks utilizing impressed and galvanic cathodic protection systems. Additional fee required.

**CORR107 S 4 credits**

**Corrosion Technology (3cr lec/1cr lab)**

Utilizes a case study approach for analyzing corrosion failures. Explores the basics of corrosion, cost of corrosion, forms of corrosion, types of industries, materials of construction (MUS), techniques for assessing the extent of corrosion, diagnostic analysis procedures, and remedial actions. Additional fee required.

**CORR208 F 3 credits**

**Rectifiers**

Students will develop knowledge and skills for maintaining, operating, identifying and diagnosing rectifier malfunctions, and repairing rectifiers and rectifier components.

**CORR209 F 4 credits**

**Internal Corrosion Control**

Applies corrosion theory to internal corrosion found in oil and gas wells, pipelines, refineries, and industrial installations. Explores the fundamentals of implementing, monitoring, and maintaining an internal corrosion control program. Includes forms of nondestructive testing, internal corrosion monitoring techniques, mitigation strategies, and chemical corrosion control treatment methods. Additional fee required.

**CORR210 S 4 credits**

**Diagrams, Schematics, and GIS**

Develops skills in reading, interpreting, and using maps, diagrams, and schematics.

**CORR211 F, 3 credits**

**Troubleshooting and Problem Solving**

Explores the troubleshooting and problem-solving process. Utilizes the process in the investigation of internal corrosion of pipelines. Additional fee required.

**CORR213 S 3 credits**

**Metallurgy and Corrosion**

Explores the basic principles and scientific theory associated with metallurgy with an emphasis on the practical aspects of metallurgy, metallurgical processes used to attain desirable material properties, and measurement of those properties.

**CORR214 F 3 credits**

**Atmospheric Corrosion**

Explores problems of atmospheric corrosion with emphasis on corrective measures.

**CORR215**

**S 4 credits**

**Field Surveys**

Emphasizes field techniques for carrying out integrity assessments. Emphasizes industry codes, standards and regulations, use of appropriate equipment, and documentation of data used for evaluating and monitoring pipeline corrosion. Additional fee required.

**CORR216 S 4 credits**

**Capstone Project**

Prepares students to carry out investigative projects and/or corrosion technician work. Emphasizes application of corrosion technology concepts, principles, and skills as well as responsible work habits, attitudes and skills.

**CORR292 F/S variable**

**Independent Study**

**Prerequisite: Corrosion Technology major or consent of instructor.**

Students follow a course of study and work with a faculty member to decide how the student will meet defined course objectives. Both agree on what the student will do (e.g., readings, research, and work projects), how the student's work will be evaluated, and the time frame for completion. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program.

**CORR298 F 3 credits**

**Internship**

**Prerequisite: CORR101, CORR105, CAPP131, M111, CORR102.**

A maximum of three total credits may be earned for work experience with approved agencies. The student must be enrolled in a vocational/technical program offering work experience and be working actively toward a degree. The student will work under the supervision of an instructor who will determine the number of credits to be earned based on the number of working hours and work responsibility. In general, 45 hours of work experience, including the seminar, is equivalent to one credit. The work experience program is directed by the college and the student's work is controlled by the supervising instructor.

---

**Creative Writing**

**CRWR240 S 3 Credits**

**Intro to Creative Writing**

**Core II, Category I**

**Prerequisite: WRIT101 or consent of instructor** This course enables students to explore their own capacities as creative writers through critical analysis of both the students' own writings and the writings of others combined with readings and discussions of the processes of creative writing. Students' writings are appraised by the tutorial method and group critique.

---

## Criminal Justice

**CJUS121**

**F 3 credits**

### Introduction to Criminal Justice

#### Core III

This course provides an overview of the complete criminal justice system, including the establishment of criminal laws, law enforcement, courts, prosecution, defense, corrections, and juvenile justice. Relevant amendments to the U.S. Constitution and court decisions are reviewed, along with landmark cases influencing the criminal justice system.

**CJUS125**

**F/S 3 credits**

### Fund of Forensic Science

#### Core IV

Fundamentals of Forensics provides an overview of principles, practices, concepts and theories applicable to scientific investigation procedures of law enforcement agencies and the criminal justice system. A review of legal principles associated with criminal investigations will examine the range of evidence that can be collected and admitted in court. Students will also examine the elements of crimes against persons and property and the techniques for effectively documenting evidence and information for presentation in court.

**CJUS194/294**

**F/S variable**

### Workshop

This is a concentrated class session on a topic for which a particular need has been determined.

**CJUS200**

**F 3 credits**

### Principles of Criminal Law

Criminal Law is the study of the development of criminal liability. This class covers limitations of liability, the basic requirements of an act and intent, inchoate offenses, crimes against persons, crimes against property, and crimes against public order. Defenses to certain criminal acts will also be covered.

**CJUS208**

**S 3 credits**

### CJ Ethics and Leadership

Ethical leadership within criminal justice agencies is critical to the efficient and effective social control of our society. This course will address the subject of ethics and leadership and how these topics are integrated and interrelated for all criminal justice personnel. This class will help the student develop leadership capabilities and problem solving skills as well as understand the importance of making ethical decisions and the consequences of unethical choices.

**CJUS215**

**S 3 credits**

### CJ Community Relations

The various components of the criminal justice system, namely the police, the courts, and corrections, are interrelated and interdependent. All criminal justice practitioners face the challenge of developing and maintaining meaningful relationships with each other, and with the citizens they serve in an effort to control crime. While focusing primarily on law enforcement, this course will examine the relationship and attitudes

among all components of the criminal justice system and the community. Those elements that influence how the community and the criminal justice system interact will be explored and issues affecting all entities will be examined along with factors which help develop mutual understanding and support between the justice system and the community.

**CJUS220**

**F 3 credits**

### Introduction to Corrections

This course covers an examination of the history and theory of corrections processes, plus current correctional practices in the administration of justice, parole, probation, prisons and other correctional institutions. Laws governing the sentencing process, parole and probation, and the conditional rights of prisoners are examined. Impact of case decisions on the administration of institutions will be discussed.

**CJUS230**

**S 3 credits**

### Police Organization

This course focuses on the principles of organization and management as applied to law enforcement agencies. An analysis of the major problems of police administration is included, along with coverage of personnel issues, legal liability, budgeting, organizing the police function and personnel evaluation. Current issues facing law enforcement departments will also be addressed.

**CJUS231**

**S 3 credits**

### Criminal Evidence and Procedure

Criminal Evidence and Procedure covers the general rules of evidence, as well as the types of evidence, admissibility of evidence, and use of evidence. Emphasis will be placed on the concepts of Probable Cause—necessary for arrests, searches and seizures—and Reasonable Suspicion—necessary for stops and frisks.

**CJUS234**

**F/S 3 credits**

### Introduction to Victimology in Criminal Justice

This course introduces the student to the role the crime victim plays in the criminal justice system. The traditional response that a crime victim receives from the system will be studied and the psychological, emotional and financial impact these responses have on victimization will be studied.

**CJUS236**

**F/S 3 credits**

### Intro to Research Methods in Criminal Justice

This course introduces students to research methods for criminal justice, with an emphasis on the scientific method and the role of empirical inquiry into criminal justice and criminology. This course will include the study of methodologies of data collection and analysis, the logic of research, the role of theory, measurement, sampling and research design, professional norms and ethical research.

**CJUS271**

**F/S 3 credits**

### Intro to Judicial Function

This course examines the criminal process with an analysis of the major judicial decision-makers, i.e., prosecutors, defense attorneys, judges, and the discretionary aspects of adjudication.



**CJUS290****F/S variable****Undergraduate Research**

These courses are directed research or study on an individual basis. Requires the consent of the instructor.

**CJUS291****F/S variable****Special Topics**

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand.

**CJUS294****F/S variable****Seminar/Workshop**

Concentrated class sessions on a topic for which a particular need has been identified.

**Criminal Justice/Law Enforcement****CJLE105****F 3 credits****Police Patrol Procedures**

**Prerequisite:** Law enforcement, criminal justice, or corrections officer majors or consent of instructor.

This course will address the responsibilities, powers and duties of the uniformed officer. Topics will include patrol procedures, field interrogation, the mechanics of arrest, and patrol as the basic operation of the police function.

**CJLE106****F 2 credits****Basic Police Firearms Training I**

**Prerequisite:** Law enforcement, criminal justice, or corrections officer majors or consent of instructor.

This course covers familiarization with the handgun, state laws, and court decisions regarding the use of force and firearms safety. Lab work will consist of practical applications on a firearms range with participation in various firearms qualification courses. Students will use the college's weapons and ammunition. Additional fee required.

**CJLE108****S 3 credits****Traffic Accident Investigation**

**Prerequisite:** Law enforcement, criminal justice, or corrections officer majors or consent of instructor.

This course presents a background of traffic accident investigation including, but not limited to, causes, conditions of road, vehicles and people, determination of speed, prosecution of violators. The course also includes instruction in Montana traffic law.

**CJLE109****F 3 credits****Police Report Writing**

**Prerequisite:** Law enforcement, criminal justice, or corrections officer majors or consent of instructor.

This course is a practical approach to the writing of police reports, field notes and documentation of investigations and applications of various reports used by law enforcement. An emphasis will be placed on proper writing and spelling.

**CJLE110****S 1 credit****Interviewing and Interrogation**

**Prerequisite:** Law enforcement, criminal justice, or corrections officer major or consent of instructor.

This is a course that will enable the student to conduct

interviews and interrogations with confidence. Successful interviews and interrogations require confidence combined with the skills obtained only through training, education and experience. Human behavior is often predictable and helps to explain that "gut feeling" experienced when behavior is not consistent with what we have learned to expect. Students will learn several methods of conducting interviews and interrogations.

**CJLE113****1 credit****ASP Baton Tactics**

**Prerequisite:** Law enforcement, criminal justice, or corrections officer majors or consent of instructor.

Students will learn the basic skills and knowledge needed to proficiently use the ASP Tactical Baton. They will also become familiar with Use of Force and Montana Code Annotated in regards to justified use of force. Method of instruction will include lecture, demonstration, class discussion, and progressive training and practical exercise. Offered in a shortened course format.

**CJLE125****.5 credit****Electronic Control Device Tactics**

**Prerequisite:** Law enforcement, criminal justice, or corrections officer majors or consent of instructor.

The objective of this training course is to instruct the student in the safe use of the TASER®. This instruction shall include, but not be limited to, TASER® use and safety, and practical scenarios will be used to assist the student in gaining TASER® proficiency. Additional fee required.

**CJLE127****.5 credit****Oleoresin Capsicum (OC) Training**

**Prerequisite:** Law enforcement, criminal justice, or corrections officer majors or consent of instructor.

The objective of this training course is to instruct the student in the safe use of Oleoresin Capsicum (pepper spray). This instruction shall include but not be limited to use and decontamination. The course will stress safety and practical scenarios will be used to assist the student in gaining proficiency in the use of OC.

**CJLE194/294****F/S variable****Workshop**

**Prerequisite:** Law enforcement, criminal justice, or corrections officer major or consent of instructor.

These are concentrated class sessions on a topic for which a particular need has been identified.

**CJLE200****F 5 credits****Reserve Officer Training**

**Prerequisite:** Law enforcement, criminal justice, or corrections officer major or consent of instructor.

This course will provide the student with the state mandated training as a reserve officer. This will allow individuals to function as a reserve officer representative of a law enforcement agency performing general law enforcement duties. Additional fees required for the First Aid and CPR and Firearms components of the course. Additional fee required.

**CJLE206****S 2 credits****Advanced Police Firearms Training**



**Prerequisites:** Law enforcement, criminal justice, or corrections officer majors; successful completion CJLE106 or CJLE200 and consent of instructor.

This course will expand upon the principles and skills acquired in the beginning Police Firearms course. Students will learn a variety of combat techniques and will be required to participate in multiple firearms qualification courses and scenarios. Officer survival techniques and handgun retention will be integrated into this course. The course will stress safety, and practical range exercises will be used to assist the student in gaining advanced proficiency with firearms. Students will use the college's weapons and ammunition. Additional fee required.

**CJLE209 S 3 credits**

### **Criminal Investigation**

**Prerequisite:** Law enforcement, criminal justice, or corrections officer major or consent of instructor.

This course will cover the fundamental principles and concepts of investigation. It will include a study of the methods of investigation and techniques used at the crime scene, along with collection and preservation of evidence.

**CJLE212 S 2 credits**

### **Defensive Tactics PPCT**

**Prerequisite:** Law enforcement, criminal justice, or corrections officer majors or consent of instructor.

The PPCT Pressure Point Control Tactics course is a subject control system based on tactical, legal and medical research. The PPCT System teaches a simple use of force continuum, which clarifies the appropriate force level for every level of resistance. The course focuses on two primary areas: controlling low-level resistance with fingertip touch pressure to nerve pressure points and controlling high-level resistance with defensive counter strikes and the baton, which produce motor dysfunctions and controlled stuns.

**CJLE225 F 3 credits**

**Introduction to Security and Loss Prevention** This course covers the concepts of security and loss prevention, including the historical and legal basis for private security and its role in modern society. General areas covered include contract and proprietary security and asset protection. Specific topics addressed will include perimeter protection, access control, retail security, terrorism, Homeland Security, risk analysis, workplace violence, crime, pilferage, cargo security, computer security, etc.

**CJLE292 F/S variable**

### **Independent Study**

**Prerequisite:** Law enforcement, criminal justice, or corrections officer major or consent of instructor.

Students follow a course of study and work with a faculty member to decide how the student will meet defined course objectives. Both agree on what the student will do (e.g., readings, research, and work projects), how the student's work will be evaluated, and the time frame for completion. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program.

**CJLE294**

### **Seminar/Workshop**

**Prerequisite:** Law enforcement, criminal justice, or corrections officer major or consent of instructor.

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand. Additional fee may be required.

**CJLE298 F/S variable**

### **Cooperative Education/Internship**

**Prerequisite:** Law enforcement, criminal justice, or corrections officer major or consent of instructor.

A maximum of 10 total credits may be earned for work experience with approved agencies. Students must be enrolled in the Criminal Justice Law Enforcement program and be actively working toward a degree. Students work under the supervision of an instructor who will determine the number of credits to be earned based on the number of working hours and work responsibility. The work experience program is directed by the college and the student's work is controlled by the supervising instructor. Students may be required to attend an internship seminar for the purpose of coordinating and discussing the internship experience. In general, 45 hours of internship work, including the seminar, is equivalent to one credit.

## **Culinary Arts**

**CULA102**

**F/S 3 credits**

### **Intro to Culinary Arts**

This course will introduce students to an overview of the variety of skills and crafts included in the culinary arts. Classes will expose students to kitchen sanitation principles, vocabulary, and usage of culinary tools, cooking, baking, preservation techniques and current food trends. Additional fee required.

## **Dance**

**DANC154**

**F/S 1 credit**

### **Ballroom/Country Dance**

Instruction in various dance steps.

## **Drafting Design**

**DDSN113**

**S 3 credits**

### **Technical Drafting**

This course provides an introduction to the basics of drafting. Topics covered in this course include an identification of drafting equipment and its use, lettering fundamentals, line-work used on engineering drawings, geometric constructions, theories of multi-view projections, sketching techniques, principles of orthographic projection using two- and three-view drawings, basic dimensioning techniques, basic isometric drawings, and a brief coverage of sectional views.

**DDSN114**

**S 3 credits**

### **Introduction to CAD**

**Prerequisite:** A basic drafting course or consent of instructor.

This course is designed to provide the learner with an understanding of two-dimensional computer-aided drafting. The instruction will include the use of a computer-aided drafting system. Prior knowledge of computer systems is required.

**DDSN194/294** F/S variable

#### **Seminar/Workshop**

Concentrated class sessions on a topic for which a particular need has been identified.

**DDSN291** F/S variable

#### **Special Topics**

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand.

**DDSN292** F/S variable

#### **Independent Study**

Students follow a course of study and work with a faculty member to decide how the student will meet defined course objectives. Both agree on what the student will do (e.g., readings, research, and work projects), how the student's work will be evaluated, and the time frame for completion. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program.

### **Early Childhood Education**

**EDEC105** F 1 credit

#### **Observation and Assessment**

This course will explore the relationship between observation and assessment for young children. It will examine the benefits, limitations, and uses of assessment and different assessment instruments, programs, and strategies.

**EDEC108** F 2 credits

#### **Introduction to Early Childhood Education**

This course is an introductory course to early childhood education and the childcare profession including childcare programs and options. It will focus on personal attributes needed for the childcare provider. It will also take a close look at processes to obtain CDA, associate and bachelor degrees in Early Childhood Education, Montana career path and development, Best Beginnings Program benefits, etc.

**EDEC130** S 4 credits

#### **Health, Safety, and Nutrition in Early Childhood (integrated lab)**

This course explores the importance of nutritional needs, principle health issues and safety considerations that help early childhood professionals provide an environment in which children can grow and develop to their full potential. The student will complete 45 hours of supervised lab with a coach at a licensed/ registered early childhood facility or Head Start. At the lab, the student will implement what is learned in class, including a table-top HSN plan. Assessment is based on activities, such as planning nutritious meals and snacks and implementing healthy and safe practices at an early childhood facility. Lab fee.

**EDEC191**

F/S, 4 credits

**Montana Preschool Teachers Education** Use for CDA Credential. (Total course cost: \$125.00)

**EDEC194/294**

F/S variable

#### **Workshop**

These are concentrated class sessions on a topic for which a particular need has been identified. Workshops include, but are not limited to, Early Childhood Coach Training, and Shaping the Future Conferences, etc.

**EDEC198/298**

F/S variable

#### **Early Childhood Education Internship**

##### **Consent of instructor is required**

This course will provide students with the opportunity to observe, explore, and apply learning in a childcare setting. Students are required to attend a one-hour seminar for the purpose of coordinating and discussing the internship experience and other topics. Students are required to complete 45 hours of internship work per credit at a supervised, licensed childcare facility.

**EDEC210**

F 3 credits

#### **Meeting the Needs of Families (integrated lab)**

This course will explore the complex characteristics of families and communities including cultural values, ethnicity, socioeconomic conditions, and family structure. Students will practice techniques for encouraging parent-teacher partnerships. The student will complete 45 hours of supervised lab with a coach at a licensed/registered early childhood facility or Head Start. At the lab, the student will implement what is learned in class, such as how to communicate positively with family and community members, by implementing a community event. Lab fee.

**EDEC230**

S 3 credits

#### **Positive Child Guidance and Management (integrated lab)**

This course will focus on developing skills in using positive guidance techniques while enhancing children's self-concept and developing children's pro-social skills. The student will complete 45 hours of supervised lab with a coach at a licensed/registered early childhood facility or Head Start. Students will implement what is learned in class. Assessment is based on activities, including a conflict management plan and professional observation of guidance skills. Lab fee.

**EDEC247**

F 4 credits

#### **Child and Adolescent Development (integrated lab)**

Students will examine research theories and issues concerning social, emotional, physical, and cognitive child development stages from conception through the early childhood years. The student will complete 45 hours of supervised lab with a coach at a licensed/registered early childhood facility or Head Start. The student will apply and practice knowledge of child development ages and stages. Assessment is based on a variety of instruments used to observe and interact with individual children as a way of integrating theory and practice. Lab fee.

**EDEC249**

F/S 4 credit

#### **Infant/Toddler Development and Group Care**

This is a program for infant/toddler caregivers, which

focuses on meeting the needs of infants and toddlers. Students will be learning from the following modules: social-emotional growth and socialization, group care, learning and development, and culture, family and providers. Use for CDA Credential. Student must be observed by an ECE trainer. (Total course cost: \$125.00)

**EDEC265****S 2 credits****Leadership and Professionalism in Early Childhood Ed**

Prerequisite: first eight Early Childhood Education classes.

This is considered the AAS Capstone course. This course will focus on the early childhood profession including awareness of value and ethical and legal issues, staff relations, NAEYC and advocating for the profession, and improving the quality of services for children and their families. Students will also complete their professional portfolio, parent handbook, plan a community event, attend a NAEYC or MTCCA Committee meeting, and resume.

**EDEC273****F 4 credits****Curriculum and Environments I (integrated lab)**

This course focuses on developmentally appropriate practices, environments and curriculum content in language, literacy, science, math, social studies, visual arts, health, well-being and physical development and fitness. Additionally, students will explore the Developmentally Appropriate Practice (DAP) environment and its effect on the children. Emphasis is placed on environmental design, floor plans, lesson plans, scheduling, transitions, bulletin boards, centers, projects, etc. At the lab setting the student will apply and practice knowledge from the class and establish DAP and environment. The student will complete 45 hours of supervised lab with a coach at a licensed/registered early childhood facility or Head Start. Lab fee.

**EDEC275****S 4 credits****Integrated Curriculum and Environments II (integrated lab)**

Focus will be on developmentally appropriate activities, curriculum content and methods. Emphasis is placed on intentional teaching and creating relevant and meaningful curriculum content. In addition, students will explore teaching models such as, the Project Approach, experiential learning and inquiry learning and then constructing learning environments in a lab setting. The student will complete 45 hours of supervised lab with a coach at a licensed/registered early childhood facility or Head Start. The student will apply and practice knowledge of relevant and meaningful curriculum and environments for young children. Lab fee.

**EDEC291****F/S variable****Special Topics in EC**

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand.

**EDEC292****F/S variable****Independent Study**

Students follow a course of study and work with a faculty member to decide how the student will meet defined

course objectives. Both agree on what the student will do (e.g., readings, research, and work projects), how the student's work will be evaluated, and the time frame for completion. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program.

**Economics****ECNS201****F 3 credits****Principles of Microeconomics****Core III**

The micro approach to economics provides a view of the internal workings of an economy in terms of the market structure, pricing and production decisions, resource allocation, and income distribution. This course and ECNS202 may be taken in any order.

**ECNS202****S 3 credits****Principles of Macroeconomics****Core III**

The macro approach to economics provides a broad view of the entire economy in terms of various economic systems and markets, the role of government, and the interaction of the public and private sector. This course and ECNS201 may be taken in any order.

**ECNS294****F/S variable****Workshop**

These are concentrated class sessions on topics for which a particular need has been determined.

**ECNS291****F/S variable****Special Topics**

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand.

**ECNS292****F/S variable****Independent Study**

Students follow a course of study and work with a faculty member to decide how the student will meet defined course objectives. Both agree on what the student will do (e.g., readings, research, and work projects), how the student's work will be evaluated, and the time frame for completion. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program.

**Education****EDU200****F 3 credits****Introduction to Education****Corequisite: EDU202**

This course introduces the student to teaching as a profession. It includes the historical, philosophical, social, and psychological foundations of education. Emphasis is placed on the American public school with its breadth of social diversity and technological advancements. Discussion includes the purpose of education, trends and issues in education today and personal attributes required to be a teacher in today's multicultural and changing world.



**EDU201****F 4 credits**

This course is the first formal course in the teacher education program at Dawson Community College. The course is intended to be an introduction to the field of education and the relationships between teachers and society and schools. EDU201 will emphasize the history and foundations of education as well as preparation for teaching as a career. The early field observations will expose students to the realities and intellectual context of teaching. Prerequisites: None

**EDU202****F 1 credit****Early Field Experience****Corequisite: EDU200**

This course provides an opportunity for a student who is pursuing the field of education to experience teaching/ learning situations. Students complete field experience through observation, aide work, individual tutoring and analysis of the teaching-learning experience in an elementary or secondary classroom. The student completes 45 hours of supervised volunteer field experience in a school setting and attends a one hour weekly seminar on campus.

**EDU211****S 3 credits****Multicultural Education****Core VI**

This course provides the opportunity for students to investigate philosophy and research regarding best teaching practices with regard to culture, diversity, history, teaching strategies, and curricula in order to prepare teachers for dealing with and affirming the diversity of American's increasingly pluralistic classroom. Students will question their own beliefs regarding diversity, bias, stereotypes, as well as their own cultural competency and how their views shape instruction.

**EDU220****S 3 credits****Human Growth and Development****Prerequisite: EDEC247**

This course explores the later stages of following prenatal, infancy, and early childhood, covered in EDEC247.

This course will include human life- in late childhood, adolescence, adulthood- designed to include biological, psychological, and social changes occurring in individuals during those stages. Topics include age and stage appropriate theories of development; development of physical, cognitive and brain development; social, sex-roles and moral development; and aging and death.

**EDU222****3 credits****Educational Psychology & Child Development****Prerequisite: EDU201 and PSYX100 or SOCI101**

This course will examine the classroom practices that impact elementary aged children's learning, motivation, and development within an educational, familial, and societal context. Topics included will be developmental growth of children including physical, cognitive, and social.

**EDU231****F 3 credits****Literature and Literacy for Children****Core VI**

This course is a survey of literature for preschool through middle school children. It covers the historical background, genres, literary characteristics, and evaluative criteria for selection of quality books for children. Instructional materials and activities to integrate children's literature into the classroom will be demonstrated. Extensive reading and responding to quality children's literature will be required.

**EDU270****S 3 credits****Instructional Technology (equivalent to EDU370)****Prerequisite: CAPP131 or consent of instructor**

This course is intended as an introductory computer and multimedia course for students who want to become teachers, as well as for those already teaching who wish to increase their technology and multimedia skills in the classroom. Students will finish the course with a solid understanding of educational technology, including how to use computers and communications networks, integrating multimedia and educational software applications, how to access and evaluate information on the World Wide Web, security and ethical issues, and how to integrate computers and educational technology into classroom curriculum.

**EDU291****F/S variable****Special Topics**

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand.

**EDU292****F/S variable****Independent Study**

Students follow a course of study and work with a faculty member to decide how the student will meet defined course objectives. Both agree on what the student will do (e.g., readings, research, and work projects), how the student's work will be evaluated, and the time frame for completion. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program.

**EDU294****F/S variable****Workshop**

These are concentrated class sessions on a topic for which a particular need has been identified.

---

**Education: Special****EDSP204****S 3 credits****Intro to Teaching Exceptional Learners**

This course provides students with an introduction to the study of persons who are handicapped by blindness, mental retardation, learning disabilities or other crippling conditions. The problems and methods by which the human services professional can assist them to live a full life are reviewed and discussed.

**EDSP291****F/S variable****Special Topics**

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand.

Emergency Care Provider

ECP100 F/S 1 credit

First Aid and CPR

This is the Red Cross course in emergency treatment and care of injuries. Certificates will be earned. Additional fee required.

Engineering: General

EGEN101 3 credits

Introduction to Engineering Calculations and Problem Solving

An introduction to engineering calculations and problem solving using the computer. Students are taught how to solve and present engineering problems using computer applications such as spreadsheets, graphic programs, and database programs. In addition, an introduction to engineering design is presented and a small design project completed. Co-requisite: M121 or M141 or instructor permission. Additional fee required.

EGEN105 1 credit

Intro to General Engineering

A survey of engineering disciplines, as well as skills and learning strategies needed to be successful in an engineering curriculum.

EGEN194/294 F/S variable

Workshop

Concentrated class sessions on a topic for which a particular need has been identified.

EGEN201 F 3 credits

Engineering Mechanics-Statics

Prerequisite: PH227

This course will develop basic engineering concepts used in analyzing rigid bodies, such as vectors, moments, couples, center of gravity, and center of pressure of stationary bodies.

EGEN202 S 3 credits

Engineering Mechanics-Dynamics

Prerequisite: PH227 and EG231

This course will develop basic engineering concepts of moving bodies, including kinematics, and kinetics of particles and rigid bodies, including: position, velocity, acceleration, moving frames of reference, Newton's laws, conservation of energy and momentum, impact, and an introduction to vibrations.

EGEN291 F/S variable

Special Topics

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand.

EGEN292 F/S variable

Independent Study

Students follow a course of study and work with a faculty member to decide how the student will meet defined course objectives. Both agree on what the student will do (e.g., readings, research, and work projects), how the student's work will be evaluated, and the time frame for

completion. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program.

Environmental Sciences

ENSC105 S 3-4 credits

Environmental Science

Core IV

This course is a study of the environment, its components, and how human activity relates to the environment.

This course will provide students the knowledge to make a positive impact through skills in critical thinking, knowledge of the scientific basis of environmental issues, and the impacts of politics and economics on environmental issues. Students will be encouraged to develop habits of sustainable living in the modern world, and to become actively involved. A special effort will be made to show how natural resources may be conserved. Included in the course are studies of energy, human populations, pollution, soils, water, rangeland, forests, wildlife, air, wastes, and general ecological principles.

Equine Horsemanship

EQUH110 F 3 credits

Western Equitation

This course involves gentling and starting a green horse, 2-3 years of age, halter breaking, leading at walk, trotting and backing, handling of feet and legs, feeding, reproduction, and selection practices. Students must have a horse and consent of the instructor. Additional fee required.

EQUH198 F/S variable

Internship

Field-oriented supervised learning activities outside the college classroom that include a preplanned assessment.

EQUH210 S 3 credits

Intermediate Western Equitation

Prerequisite: EQUH110

A continuation of EQUH110. Starting the horse on a bit (snaffle or hackamore), driving, backing, lunging and ground work, advanced horse management practices, anatomy, physiology and training practices. Students must have a horse. Additional fee required.

EQUH253 F 2 credits

Starting Colts

Prerequisite: EQUH210

This is a class designed for both horse and rider. The rider must be significantly advanced to maintain a secure seat at a lope. There will be special emphasis on cueing the horse with hands, legs, weight, and voice. The student must have a horse. Additional fee required.

EQUH256 S 2 credits

Developing the Young Horse

Prerequisite: EQUH253

This is a class designed for experienced students and horses. There will be special emphasis on advanced reining, collection, headset lead changes, side passes,



pivots, and roll backs. The student must have a horse. Additional fee required.

## Equine Science

**EQU5150** **F 3 credits**

### Equine Production

A major objective of this course is the development of an understanding of the production and management techniques necessary for the successful operation of the horse enterprise. Management practices concerned with feeding, breeding, and health programs receive considerable attention. Age determination, breeding, health care, unsoundness, way of going, nutrient needs, parasite control, buildings, and equipment are among the many areas covered. Students will cover material related to preventative equine medicine and methods associated with such care.

**EQU5233** **Variable 2 credits**

### Horse Science and Management Lab

This course is designed for students who currently work with horses or desire to be involved with horses in the future and will provide important horse safety information.

## Geoscience: Geography

**GPHY111** **F 3 credits**

### Introduction to Physical Geography

#### Core IV

**Co-requisite: GPHY112**

This introductory course in physical geography will cover the study of the lithosphere, atmosphere, hydrosphere, and biosphere in order for the student to develop an understanding of how the earth is physically structured and how it became that way.

**GPHY112** **F 1 credit**

### Introduction to Physical Geography Laboratory

#### Core IV

**Co-requisite: GPHY111**

The lab component of the course will be used to emphasize and demonstrate principles and concepts developed during the lecture.

**GPHY141** **S 3 credits**

### Geography of World Regions

#### Core III or Core VI

**Prerequisite: College level writing skills on the COMPASS test or WRIT101.**

This is a course emphasizing the development of global awareness as it applies to the current events of the day. Students will be introduced to the various regions of the globe, with a focus on areas outside Anglo-America. Major writing projects are required.

**GPHY180** **F 3 credits**

### Introduction to GIS

The student is introduced to the various software packages used in GIS. Applications of these packages include natural resources, marketing, and government.

**GPHY194/294** **F/S variable**

### Workshop

These are concentrated class sessions on a topic for which a particular need has been identified.

**GPHY291**

**F/S variable**

### Special Topics

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand.

**GPHY292**

**F/S variable**

### Independent Study

Students follow a course of study and work with a faculty member to decide how the student will meet defined course objectives. Both agree on what the student will do (e.g., readings, research, and work projects), how the student's work will be evaluated, and the time frame for completion. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program.

## Geoscience: Geology

**GEO101**

**S 3 credits**

### Introduction to Physical Geology

#### Core IV

**Co-requisite: GEO102**

This is an introductory course in Physical Geology. The course will cover Plate tectonics, geologic structures, earthquakes, geologic history, the rock cycle, basic mineralogy, and geographic land-forms.

**GEO102**

**S 1 credit**

### Introduction to Physical Geology Laboratory Core IV

**Co-requisite: GEO101**

The lab component of the course will be used to emphasize and demonstrate principles and concepts developed during the lecture.

**GEO111**

**3 credits**

### Dinosaurs

#### Core IV

This course provides an introduction to dinosaur paleontology. Students will learn how hypotheses about extinct animals are formulated and tested, with comparisons to modern sedimentary environments and living animals. Recitation sections allow discussion of current research and hands-on experience with sedimentary rocks and fossils.

**GEO125**

**Sum 3 credits**

### Intro to Dinosaur Paleontology

#### Core IV

**Co-requisite: GEO126**

This class provides an introduction to dinosaur paleontology with an emphasis on field work. Students will perform real world dinosaur paleontology and look at fossil evidence for one of the most dramatic events in Earth history: the extinction event at the end of the time of the dinosaurs. Students will gain an understanding of regional geology, fossil animals, plants and sedimentary environments of eastern Montana. This class will consist of both a classroom and field component. Students will be involved in field excavation, fossil preparation and analysis,

and the basics of field geology including stratigraphy and mapping. Extensive hiking and outdoor physical challenges require that students be physically fit.

**GEO126** **Sum 1 credit**

**Intro to Dinosaur Paleontology— Core IV**

**Co-requisite: GEO125**

Lab component to accompany lecture. **GEO194/294**

**Workshop F/S variable**

Concentrated class sessions on a topic for which a particular need has been identified.

**GEO211** **Online Only 3 credits**

**Earth History and Evolution**

**Co-requisite: GEO212**

This is a general course in Geology that emphasizes the historical time-line of the geologic events in earth's history, and the development of those theories. The course will cover the early evolution of the earth, plate tectonics and continent formation, the history of life on earth, and the geologic record.

**GEO212** **Online Only 1 credit**

**Earth History and Evolution Laboratory**

**Co-requisite: GEO211**

The lab component of the course will be used to emphasize and demonstrate principles and concepts developed during the lecture.

**GEO291** **F/S variable**

**Special Topics**

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand.

**GEO292** **F/S variable**

**Independent Study**

Students follow a course of study and work with a faculty member to decide how the student will meet defined course objectives. Both agree on what the student will do (e.g., readings, research, and work projects), how the student's work will be evaluated, and the time frame for completion. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program.

---

## Health

**HTH101** **3 credits**

**Opportunities in the Health Professions**

This course provides a broad overview of the health care delivery system in the US. It provides students with an opportunity to learn about various health care professional's occupations and participate in exploration of education, licensure, experience, salary, etc., as well as guest lectures from the given fields. This course is appropriate for any student with an interest in health care. The course will be set in Moodle forum with discussion boards used for submission of answers.

**HTH101** **3 credits**

**Personal health and Wellness**

This course is designed to introduce the prospective coach, physical educator, and/or anyone interested in allied

health professions. This course will give a comprehensive coverage of all the topics common to fitness, wellness, and personal health courses.

**HTH201** **3 credits**

**Health Issues for Educators**

Health Issues for Educators will cover the essential health information to develop a lifetime of wellness for the learner and the students they educate. The course will cover a complete range of topics of personal health, but its primary purpose is to foster the necessary knowledge and motivation to ensure wellness throughout adulthood for themselves and their students. Furthermore, the learners in this course will be able to use this credible health and wellness information now and into their future.

---

## History: American

**HSTA101** **F 3 credits**

**American History I**

**Core III**

This course treats developments in American history from the earliest colonial beginnings through the period of Reconstruction. It follows the processes of colonial settlement, the growth of self-government in the English colonies, the which beset the British empire during the years 1763-1775, the American Revolution, the creation of a new government under a federal constitution, the growth of political parties, Westward expansion, hardened definitions of nationalism presented by the breakdown of the democratic process, and the Civil War and Reconstruction.

**HSTA102** **S 3 credits**

**American History II**

**Core III**

This course begins by emphasizing the problems after Reconstruction, the new industrialism, the last frontier, and agrarian discontent. Attention is focused next upon overseas expansion and the Progressive Era. Later topics include the approach to and participation in World War I, the problems of prosperity during the "normalcy" of the 1920s, the depression and the New Deal, the role of the United States in World War II, the Cold War at home and abroad, the politics and culture of reform in the postwar era, the Vietnam war, the conservative ascendancy of the 1970s and 1980s, and a view of America in the 1990s. The course covers the social, economic, and political developments within the United States as well as its diplomatic history in the period of its emergence as a leading world power.

**HSTA111** **F 3 credit**

**American Civil Rights Movement**

The civil rights movement is one of the most significant sources of social change in the United States during the 20th Century. This course analyzes the structure and dynamics of the civil rights movement from the viewpoints of history, sociology, and political science. Focus is placed on the roles of organizations, resources, leadership, recruitment, commitment, values, ideology, political

culture, gender, and counter-movements.

**HSTA160** **S 3 credits**

### **Introduction to the American West**

#### **Core III**

This course focuses on the growth and development of the American West as a culture, economy, and society.

**HSTA194/294** **F/S variable**

#### **Workshop**

These are concentrated class sessions on a topic for which a particular need has been identified.

**HSTA215** **F/S 3 credits**

### **Post World War II America**

This lecture/discussion course examines and analyzes the development of the United States from 1945 to the present. Attention is given to the political, social, intellectual, cultural, and economic changes in American society. Included as areas of inquiry will be the impact of the Cold War on foreign and domestic policies and society; the effect of social protest movements on society; the interconnected influence of economic, demographic, and cultural changes on policy and society; the expansion and contraction of the social welfare state; the ways that the Vietnam conflict, emergence of multiculturalism, and the new environmentalism have shaped contemporary policy and attitudes, and the pervasive and lasting influence of mass culture, technology and media.

**HSTA235** **S 3 credits**

### **Civil War and Reconstruction**

This course will trace the history of the American Civil War from the introduction of slavery into the colonies to the end of Reconstruction in 1876. Of special significance will be the institution of slavery in the North and South, and how the slaves lived in urban and rural areas. The emergence of sectionalism and the breakdown of the political consensus that led to war and the attempts to avoid war through several political compromises will also be addressed. The major military campaigns, leaders, and battles will be studied.

**HSTA255** **S 3 credits**

### **Montana History**

An introductory and interpretive history from Lewis and Clark to present. The course emphasizes the activities of economic and political groups in a study of the land and people of Montana.

**HSTA291** **F/S variable**

### **Special Topics**

This variable title course deals with broad historical topics that transcend and telescope traditional analytical, chronological, and geographical boundaries. Content will vary with the instructors teaching the course.

**HSTA292** **F/S variable**

### **Individual Problems**

Directed research or study on an individual basis. Requires instructor consent.

## **History: Western and World**

**HSTR101** **F 3 credits**

### **Western Civilization I**

#### **Core III**

This is an introductory survey of the origins and characteristics of "western" cultures and societies, meaning those from the Mediterranean and spreading up to the Baltic Sea, to 1648. After a short introduction to the bronze and early iron ages, the course emphasizes the classical era when Greek and Roman cultures fanned out through the regions, through the Middle Ages, and finishes with the Early Modern period when new states, new religious sects, and developments in technology, learning, and trade transformed the medieval world.

**HSTR102** **S 3 credits**

### **Western Civilization II**

#### **Core III**

This course is an introductory survey of the development of European societies in their global context since 1648. It presents persons, events, ideas and institutions that have shaped the "Western World" from the 17th through the 20th centuries. In studying the interrelated histories of southern, eastern, northern, and Western Europe, students learn the foundations of modern western identities that developed within and in juxtaposition to a world increasingly globalized via trade, religion, colonization, war, and social movements.

**HSTR140** **F/S 3 credits**

### **Modern Asia**

#### **Core VI**

This course introduces Modern East Asian history through the voices of those who made it. As a broad survey of Asian history from 1600 to the present, it examines the major developments, institutions, and forces that shaped the identity of multiple Asian cultures. It explores topics including empire-building, economic expansion, nationalism, popular culture, and gender.

**HSTR160** **S 3 credits**

### **Modern World History**

#### **Core VI**

This survey of world history since 1900 examines major historical events around the globe and explores general themes such as tradition and modernity, war and peace, political revolutions and socioeconomic change, the role of values and culture in historical development, and the complex relationship between the individual and society.

**HSTR194/294** **F/S variable**

#### **Workshop**

These are concentrated class sessions on a topic for which a particular need has been identified.

**HSTR286** **F 3 credits**

### **World Religions and Society**

#### **Core VI**

This course offers an investigation of world religions in their social, political, and cultural contexts. The course offers a comparative perspective on Western and non-Western religious beliefs and practices.

**HSTR291****F/S variable****Special Topics**

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand.

**HSTR292****F/S variable****Individual Problems**

These courses are directed research or study on an individual basis. Requires the consent of the instructor.

**Kinesiology****KIN105****F 3 credits****Fund of Exercise Science**

Extends and applies understanding to the use of life science in promoting healthy lifestyles to students' lives. The exercise science physiology, kinesiology, biomechanics, and motor learning are integrated through didactic and laboratory instruction that focuses students on the fundamental importance of exercise science in healthy living.

**KIN106****1 credit****Fund of Exercise Science Lab**

Provides laboratory experiences in exercise science to complement student learning in the classroom. By its nature, exercise science involves lab activities dependent upon physical activity. The exercise science physiology, kinesiology, biomechanics, and motor learning are integrated through didactic and laboratory instruction that focuses students on the fundamental importance of exercise science in healthy living.

**Liberal Studies and Humanities****LSH101****F 3 credits****Introduction to Humanities-Contemporary– Core II, Category II**

This course offers an examination of art, literature, philosophy, and music and their interrelationships in the Western world during the 19th and 20th centuries up to the present day.

**LSH194/294****F/S variable****Workshop**

Concentrated class sessions on a topic for which a particular need has been identified.

**LSH201****F 3 credits****Intro to Humanities****Core II, Category II/Core VI**

This course offers an examination of art, literature, philosophy, and music, and their relationships, from origins to contemporary times. Diversity of historical and cultural contexts is emphasized.

**LSH291****F/S variable****Special Topics**

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand.

**LSH292****F/S variable****Independent Study**

Students follow a course of study and work with a faculty member to decide how the student will meet defined course objectives. Both agree on what the student will do (e.g., readings, research, and work projects), how the student's work will be evaluated, and the time frame for completion. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program.

**Literature****LIT110****F/S 3 credits****Introduction to Lit****Core II, Category II**

This course is designed for students who wish to improve their understanding of "basic" literature. A multi-genre course, the class consists of considerations of short fiction, poetry, and drama by surveying their histories and developments. Students will read appropriate examples of each type. College-level reading and writing skills are required.

**LIT120****S 3 credits****Poetry**

This course is a study of the nature and impact of poetic texts. Various poetic genres, forms, and styles will be discussed. Poetry will be considered in terms of its cultural impact, historic and contemporary, and in terms of its depiction of major themes of human thought and culture.

**LIT210****F 3 credits****American Lit I****Core II, Category II**

This course surveys the major literary works by authors from the earliest period of American history through the Transcendentalists and up to the emergence of modern American literature. College-level reading and writing skills are required.

**LIT211****S 3 credits****American Lit II****Core II, Category II**

This course surveys major literary works by American authors from the emergence of modern American literature, including the Realists and Regionalists, to the present. College-level reading and writing skills are required.

**LIT220****F 3 credits****British Literature, Medieval to Renaissance****Core II, Category II**

This course surveys selected works by major British writers through the Renaissance. The emphasis is placed on major periods and trends of the tenth through seventeenth centuries. College-level reading and writing skills are required.

**LIT223****F 3 credits****British Lit I****Core II, Category II**

This course surveys selected works by major British writers through Pre-Romanticism. The emphasis is placed on major periods and trends – the Anglo-Saxon Period,



the Middle Ages, Renaissance, Neoclassicism, and Pre-Romanticism. College-level reading and writing skills are required.

**LIT224** **S 3 credits**

### British Lit II

#### Core II, Category II

This course continues what was begun in LIT223. Students study selected major 19th and 20th century writers from the Romantics and Victorians to the present. College-level reading and writing skills are required.

**LIT230** **F 3 credits**

### World Literature Survey

#### Core II, Category II/Core VI

This course studies representative texts and traditions of world literature, from origins to contemporary times. Diversity of historical and cultural contexts is emphasized.

**LIT233** **F 3 credits**

### Classical Foundations of Literature

#### Core II, Category II

This course studies Greek and Roman literature and its enduring impact on literature and culture. Relevance to English and World literature is addressed.

**LIT285** **S 3 credits**

### Mythologies

#### Core II, Category II or Core VI

This course is a study of the cultural implications of myth. Readings will include selections from various cultures and time periods. Students will examine several myths as literary epics and as illustrations of value systems.

**LIT291** **F/S variable**

### Special Topics

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand.

**LIT292** **F/S variable**

### Independent Study

Students follow a course of study and work with a faculty member to decide how the student will meet defined course objectives. Both agree on what the student will do (e.g., readings, research, and work projects), how the student's work will be evaluated, and the time frame for completion. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program.

## Mathematics

**M005** **F/S 1 credit**

### Contemporary Math Corequisite

This course provides support in achieving the M105 learning outcomes. This support will be provided through extra instruction of basic math concepts at the beginning of the semester as well as a more detailed and in depth look at M105 topics throughout the semester.

**M021** **F/S 2 credits**

### College Algebra Corequisite

This course provides support in achieving the M121

learning outcomes. This support will be provided through extra instruction of basic algebraic concepts at the beginning of the semester as well as a more detailed and in depth look at M121 topics throughout the semester.

**M095** **F 4 credits**

### Intermediate Algebra

This course is a continuation of the material covered in Introductory Algebra (M090). Topics to be covered include a review of factoring, graphing and the Cartesian coordinate system, rational expressions, radicals and rational exponents, quadratic equations, quadratic inequalities, functions, and exponential/logarithmic equations and functions.

**M105** **F/S 3 credits**

### Contemporary Math

**May require corequisite, M005.**

Applications of mathematics to a variety of disciplines. This course is designed for the non-math/science major. Topics include geometry, applications to the natural sciences and social sciences, and an introduction to financial mathematics, sets, counting, and elementary probability and statistics.

**M108** **F 3 credits**

### Business Mathematics

This course is an applied mathematics course for Business students. Topics covered include payroll, mathematics of buying and selling, simple and compound interest calculations, annuities, business and consumer loan calculations, and other problems common in business. A special emphasis is placed on time value of money concepts.

**M111** **F/S 3 credits**

### Technical Mathematics

Introduction to applied mathematics in technical fields. This course will show how basic arithmetic processes using whole numbers, fractions, decimals, and percentages are used to make and convert measurements in different units and notations and solve simple mathematical relationships. Students will also be shown how to calculate geometric quantities, and utilize graphs and charts to record and summarize data.

**M121** **F/S 4 credits**

### College Algebra

#### Core V

**Prerequisite: Math Placement Test, advanced high school algebra, or consent of instructor.**

**May require corequisite, M021.**

The material presented in this course will include conics, functions, logarithms, complex numbers, inverse functions, exponents, induction, sequences and series.

**M132** **F 3 credits**

### Numbers and Operations for K-8 Teachers

#### Core V

**Prerequisite: Math Placement Test, C- or better in M121, or consent of instructor.**

The study of numbers and operations for prospective



elementary and middle school teachers, including whole numbers, integers, decimals, fractions, percent, operations, numeration systems, and problem solving.

**M133 S 3 credits**  
**Geometry & Measurements for K-8 Teachers**

**Core V**

**Prerequisite: C- or better in M132.**

The study of geometry and geometric measurement for prospective elementary and middle school teachers, including synthetic, transformational, and coordinate geometry, constructions, congruence and similarity, 2-dimensional and 3-dimensional measurement, and problem solving.

**M151 S 5 credits**

**Precalculus**

**Core V**

**Prerequisite: 3-4 years of college preparatory math, Math Placement Test, or consent of instructor.**

This course is an in-depth examination of functions and inverse functions including algebraic and trigonometric functions, exponential and logarithmic functions, rational functions, and conic sections. This course is designed for those students who have had college preparatory classes in high school and whose placement test indicates a need to improve on those skills that are necessary to be successful in a calculus class.

**M171 F 5 credits**

**Calculus I**

**Core V**

**Prerequisite: "C-" or better in M121 or M151, Math Placement Test, or consent of instructor** This is the first semester of a two-semester sequence. The course will cover functions, limits and properties of limits, derivatives and applications of derivatives, and an introduction to integration.

**M172 S 5 credits**

**Calculus II**

**Core V**

**Prerequisite: "C-" or better in M171, or consent of instructor**

This is the second semester of a two-semester sequence. The course will cover integration techniques, logarithmic, exponential, and other transcendental functions, infinite series, conic sections, plane curves, parametric equations, and polar coordinates.

**M194/294 F/S variable**

**Workshop**

These are concentrated class session on topic for which a particular need has been determined.

**M234 F 3 credits**

**Higher Math for K-8 Teachers**

**Prerequisite: C- or better in both M132 and M133.**

The study of algebra, number theory, probability and statistics for prospective elementary and middle school teachers, including proportional reasoning, functions, elementary number theory, statistical modeling and inference, and elementary probability theory.

**M273**

**Online Only 4 credits**

**Multivariable Calculus**

**Core V**

**Prerequisite: "C-" or better in M172 or consent of instructor**

This course includes the study of topics in two and three-dimensional geometry. The study of vectors and vector-valued functions, functions of several variables, partial derivatives, double and triple integrals, and vector calculus.

**M274 Online Only Only 3 credits**

**Differential Equations**

**Core V**

**Prerequisite: "C-" or better in M273 or consent of instructor**

This course explores techniques of problem solving and applications. Topics included first, second, and higher order differential equations, series methods, approximations, systems of differential equations, and Laplace transforms.

**M291 F/S variable**

**Special Topics**

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand.

**M292 F/S variable**

**Independent Study**

Students follow a course of study and work with a faculty member to decide how the student will meet defined course objectives. Both agree on what the student will do (e.g., readings, research, and work projects), how the student's work will be evaluated, and the time frame for completion. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program.

**Music**

Group performance courses may be repeated. Private lessons are individually designed for the student, beginning with the 100 level and building on each individual's skills through the 200 level. The student must meet course competencies to progress to the next level.

**MUSI101 S 3 credits**

**Enjoyment of Music**

**Core II, Category II or Core VI**

This course is designed to develop informed, perceptive listening and musical understanding, examination of language and forms of music, styles, and genres of the Middle Ages, Renaissance, Baroque, Classical, Romantic, and Contemporary Age. Non-western cultures covered include, but are not limited to: African, African American, Chinese, Japanese, Jewish, Native American, Balinese, Latin American, Middle Eastern, and East Indian.

**MUSI103 F 3 credits**

**Fundamentals of Musical Creation**

**Core II, Category I or Category II or Core VI**

This course is designed to develop music reading and performance skills, including rhythm, melody, harmony,

form, pitch, tempo, dynamics, phrasing, expression, and timbre. Focus includes, but is not limited to, that of Western culture.

**MUSI105 S 3 credits**

**Music Theory I**

This course involves study of harmony in common practice, musical notation and interaction of the elements of music in harmony and counterpoint including, but not limited to, that of Western culture. Students will have the opportunity to gain hands-on experience in using Finale and digital recording equipment in the arrangement and composition processes.

**MUSI106 F 3 credits**

**Music Theory II**

**Core II, Category II**

**Prerequisite:** MUSI105 or consent of instructor This course involves a study of harmony in common practice, musical notation and interaction of the elements of music in harmony and counterpoint including, but not limited to, that of Western culture. Students will have the opportunity to gain hands-on experience in using Finale and digital recording equipment in the arrangement and composition processes.

**MUSI112 F/S 1 credit**

**Choir: Dawson**

**Core II, Category I**

**Prerequisite:** Consent of instructor

Performance training in vocal literature. Vocal ensembles of various genres with performance at community and college events. May be repeated. Additional fee required.

**MUSI114 F 1 credit**

**Band: Dawson**

**Core II, Category I**

**Prerequisite:** Consent of instructor

Instrumental ensembles of various genres with performance at community, sporting and college events. May be repeated.

**MUSI115 F 1 credit**

**Drumline I**

**Core II, Category I**

**Prerequisite:** Consent of instructor

Instrumental ensembles of various genres with performance at community, sporting and college events. May be repeated.

**MUSI135 F 1 credit**

**Keyboard Skills I**

**Core II, Category I**

Study of keyboard theory and technique, chords, scales, sight-reading, and piano repertoire. May be repeated. Additional fee.

**MUSI136 S 1 credit**

**Keyboard Skills II**

**Core II, Category I**

Study of keyboard theory and technique, chords, scales, sight-reading, and piano repertoire. Continuation of MUSI135. May be repeated. Additional fee required.

**MUSI140**

**S 2 credits**

**Aural Perception I**

**Prerequisite:** MUSI103 or consent of instructor This course is designed for students interested in the development of ear training skills. The student will gain a good understanding of the basic practices of sight-reading, melodic, and harmonic dictation. The student will gain the confidence needed to mentally hear the music previously unknown to him or her. These skills will improve their performance skills, both instrumentally and vocally. This class is required of music majors and minors, and may be required of students in a music option. Students should check the catalog of their transferring institution.

**MUSI141**

**F 2 credits**

**Aural Perception II**

**Prerequisite:** MUSI140 or consent of instructor This course involves study in ear training and sight singing to develop aural perception of tonal and temporal relationships.

**MUSI147**

**S 1 credit**

**Choral Ensemble: Dawson**

**Core II, Category I**

**Prerequisite:** Successful Audition

Performance in small instrumental and/or vocal ensembles. May be repeated.

**MUSI160**

**F 1 credit**

**Beginning Guitar**

**Core II, Category I**

Basic instruction in techniques of chord and music reading, classical guitar, tablature, and solo and ensemble performance. May be repeated. Additional fee required.

**MUSI194**

**F/S variable**

**Seminar/Workshop**

These are concentrated class sessions on a topic for which a particular need has been identified.

**MUSI195**

**F/S 1 credit**

**Applied Music I**

**Core II, Category I**

Individualized lessons. Additional fee required.

**MUSI202**

**F/S 3 credits**

**Introduction to Music Literature**

**Core II, Category II or Core VI**

This course is a survey of representative examples of the standard music literature of the Western European tradition. Particular attention is paid to musical styles and forms and their relationship to musical understanding and effective listening. A basic knowledge of music fundamentals is expected.

**MUSI203**

**F 3 credits**

**American Popular Music**

**Core II, Category II or Core VI**

This course provides an introductory examination of popular music's roots, history, and its social and political relationships. The context of the class will increase the awareness of the heritage of pop music and appreciation of its diversity, and develop a perception of the underlying kinship of its many styles. Students should check the catalog for transferability at their transferring institution.

**MUSI205****S 3 credits****Music Theory III**

**Prerequisite:** MUSI106 or consent of instructor This course involves study of harmony in common practice, musical notation and interaction of the elements of music in harmony and counterpoint, musical analysis, and composition, including, but not limited to, Western culture. Students will have the opportunity to gain hands-on experience in using Finale and digital recording equipment in the arrangement and composition processes.

**MUSI206****F 3 credits****Music Theory IV**

**Prerequisite:** MUSI205 or consent of instructor This course involves study of harmony in common practice, musical notation and interaction of the elements of music in harmony and counterpoint, musical analysis, and composition, including, but not limited to, Western culture. Students will have the opportunity to gain hands-on experience in using Finale and digital recording equipment in the arrangement and composition processes.

**MUSI212****F/S 1 credit****Choir II: Dawson Choir****Core II, Category I****Prerequisite:** Consent of instructor

Performance training in vocal literature. Vocal ensembles of various genres with performance at community and college events. May be repeated.

**MUSI214****S 1 credit****Band: Dawson****Core II, Category I****Prerequisite:** Consent of instructor

Instrumental ensembles of various genres with performance at community, sporting and college events. May be repeated.

**MUSI215****S 1 credit****Drumline II****Core II, Category I****Prerequisite:** Consent of instructor

Instrumental ensembles of various genres with performance at community, sporting and college events. May be repeated.

**MUSI235****F 1 credit****Keyboard Skills III****Core II, Category I**

Study of keyboard theory and technique, chords, scales, sight reading, and piano repertoire. Continuation of MUSI136. May be repeated. Additional fee required.

**MUSI236****S 1 credit****Keyboard Skills IV****Core II, Category I**

Study of keyboard theory and technique, chords, scales, sight reading, and piano repertoire. Continuation of MUSI235. May be repeated. Additional fee required.

**MUSI240****S 2 credits****Aural Perception III**

**Prerequisite:** MUSI141 or consent of instructor This course involves study in ear training and sight singing

to develop aural perception of tonal and temporal relationships.

**MUSI241****F 2 credits****Aural Perception IV**

**Prerequisite:** MUSI240 or consent of instructor This course involves study in ear training and sight singing to develop aural perception of tonal and temporal relationships.

**MUSI262****F 1 credit****Chamber Ensembles II: Dawson****Core II, Category I****Prerequisite:** Successful Audition

Performance in small instrumental and/or vocal ensembles. May be repeated.

**MUSI291****F/S variable****Special Topics/Experimental Courses**

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand.

**MUSI292****F/S variable****Independent Study**

Students follow a course of study and work with a faculty member to decide how the student will meet defined course objectives. Both agree on what the student will do (e.g., readings, research, and work projects), how the student's work will be evaluated, and the time frame for completion. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program.

**MUSI294****F/S variable****Seminar/Workshop**

These are concentrated class sessions on a topic for which a particular need has been identified.

**MUSI295****F/S 1 credit****Applied Music II****Core II, Category I**

Individualized lessons. Additional fee required.

**MUSI296****F/S 3 credits****Upper-Division Required Performance**

---

**Music: Education****MUSE220****F 2 credits****Intro to Comp App Music Ed**

This course examines computer notation software, sound boards, microphone, cables, speakers, and the understanding of how sound is produced. This class will include lecture and hands-on skill development using sound hardware, recording, editing, and notation software.

**MUSE239****S 1 credit****Beginning Conducting (Lab)**

**Prerequisite:** MUSI 240 and MUSI 205 and MUSI 235 **Co-requisite:** MUSI 241 and MUSI 206 and MUSI 236. This course will introduce students to the aural and technical skills necessary to conduct an ensemble. It provides an introduction to practice strategies, issues related to movement and sound and basic conducting technique.

---

**Music: Technology****MUST118** S 3 credits**MIDI Sequencing and Notation****Prerequisite: MUST215**

The language of MIDI is designed specifically for conveying information about musical performances in a way that a synthesizer receiving them can reconstruct the performance with accuracy. This course develops technical skills to implement MIDI in music performance, composition, audio editing and production.

**MUST120** S 3 credits**Introduction to Studio Recording****Prerequisite: MUSE220**

This course is an introduction to music production, including hands-on studio recording and live performances, editing, and notation.

**MUST215** F 3 credits**Studio Recording****Prerequisite: MUST120**

This course will advance the student's skills in recording and sound media. Students will also record live performances, advance their knowledge of waveforms and frequencies, develop their own recording style through ear training and a deeper knowledge of the recording process.

**MUST291** F/S variable**Special Topics/Experimental Courses**

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand.

**MUST292** F/S variable**Independent Study**

Students follow a course of study and work with a faculty member to decide how the student will meet defined course objectives. Both agree on what the student will do (e.g., readings, research, and work projects), how the student's work will be evaluated, and the time frame for completion. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program.

**MUST299** S 3 credits**Capstone Project**

Students will develop a portfolio of student work encompassing work within their plan of study.

**Native American Studies****NASX105** F 3 credits**Introduction to Native American Studies****Core III or Core VI**

This course presents a general overview of Native American history from the prehistoric period through the 20<sup>th</sup> century. The course emphasizes socio-cultural, religious, environmental and gender themes as well as important political and economic forces that shape American Indian life.

**NASX194/294** F/S variable**Workshop**

These are concentrated class sessions on a topic for which a particular need has been identified.

**NASX291**

F/S variable

**Special Topics**

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand.

**NASX292**

F/S variable

**Independent Study**

Students follow a course of study and work with a faculty member to decide how the student will meet defined course objectives. Both agree on what the student will do (e.g., readings, research, and work projects), how the student's work will be evaluated, and the time frame for completion. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program.

**Natural Resources Science and Management****NRSM101**

F 3 credits

**Natural Resource Conservation****Co-requisite: NRSM102**

This course is an overview of soils, water, rangelands and wildlife conservation from the global to the local level. Impacts of human population growth, economics, ethics and agriculture on the sustainability of natural resources will be examined using basic principles of ecology. The application of ecological principles to agriculture and rangeland management will be included.

**NRSM102**

F 1 credit

**Montana Range Plants****Co-requisite: NRSM101**

The laboratory exercises are designed to relate to the concepts from NRSM101 to rangeland management. Rangeland inventory and classification methods will be reviewed. Sixty common native and introduced plants will be identified in the field and in the classroom.

**Nutrition****NUTR221**

F/S 3 credits

**Basic Human Nutrition**

This course will cover the basic concepts of human nutrition: digestion, absorption and metabolism of basic nutrients and application of these concepts as they relate to various stages of the life cycle.

**Philosophy****Philosophy**

F 3 credits

**PHL101 Introduction to Philosophy****Core II, Category II**

This course introduces significant human questions and emphasizes understanding the meaning and methods of philosophy. It includes the human condition, knowledge, freedom, history, ethics, the future, and religion.



**PHL110****S 3 credits****Introduction to Ethics****Core II, Category II****Prerequisite: WRIT101**

This course examines human life, experience, and thought in order to discover and develop the principles and values for pursuing a more fulfilled existence. Theories designed to justify ethical judgments are applied to a selection of contemporary personal and social issues.

**PHL194/294****F/S variable****Workshop**

Concentrated class sessions on a topic for which a particular need has been identified.

**PHL291****F/S variable****Special Topics**

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand.

**PHL292****F/S variable****Independent Study**

Students follow a course of study and work with a faculty member to decide how the student will meet defined course objectives. Both agree on what the student will do (e.g., readings, research, and work projects), how the student's work will be evaluated, and the time frame for completion. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program.

**Photography****PHOT194****F/S 1-3 credits****Seminar/Workshop**

These are concentrated class sessions on a topic for which a particular need has been identified.

**Physics****PHSX105****F/S, 3 credits****Fundamentals of Physical Science****Core IV****Co-requisite: PHSX106**

This is a course for non-science majors providing an introduction to the fundamental concepts of physics and chemistry. Topics covered in this physics component include the nature of science, motion, momentum and energy, gravity, heat, electricity and magnetism, and sound and light waves. Topics covered in the chemistry section include atoms and molecules, the periodic table, the atomic nucleus, chemical bonding, chemical reactions, mixtures, and organic compounds. Throughout the course, illustrations of the concepts of physics and chemistry to everyday life will be presented. Though this course is primarily focused on concepts, a background of high school algebra is strongly encouraged.

**PHSX106****F/S 1 credit****Fundamentals of Physical Science Lab****Core IV****Co-requisite: PHSX105**

The laboratory component of this course will provide a series of exercises and experiments to support the concepts covered in PHSX105. Gathering of experimental data and utilizing this data to further the students' understanding of the natural world will be emphasized.

**PHSX121****Online Only 5 credits****Fundamentals of Physics I w/ Lab****Core IV****Prerequisite: "C-" or better in M121 or consent of instructor**

Explores the physical world through reasoning, mathematics and experimentation. Examines kinematics, force, circular motion, energy, momentum, torque, rotational dynamics, simple harmonic motion, temperature, heat and thermodynamics. The concepts and theories presented are explored through demonstrations and hands-on experiments. It is a general physics course that is recommended for health sciences and all other interested students.

**PHSX123****Online Only 5 credits****Fundamentals of Physics II w/lab****Core IV****Prerequisite: "C-" or better in PHSX121 or consent of instructor**

Expands upon PHSX 121 and explores sound waves, electric fields, electric circuits, magnetic fields, light, optics, and modern physics. Explores the concepts and theories presented in class through demonstrations and hands-on experiments.

**PHSX194/294****F/S, variable****Seminar/Workshop**

These are concentrated class sessions on a topic for which a particular need has been identified.

**PHSX205****S 3 credits****College Physics I****Prerequisite: M151 or consent of instructor****Co-requisite: PHSX206**

Introduction to principles of physics; topics covered include mechanics (such as motion, Newton's Laws, conservation laws, rotation, material properties, and fluids).

**PHSX206****S 1 credit****College Physics I Lab****Co-requisite: PHSX205**

Hands on applications of principles presented in PH200. Emphasis will be on using physical principles to solve problems.

**PHSX220****S 3 credits****Physics I (w/Calculus) Core IV****Co-requisite: M171 and PHSX221**

This is the first semester of a calculus-based physics sequence for students of engineering, chemistry, geology, and similar fields of the physical sciences. It includes topics in mechanics (such as motion, Newton's Laws, conservation laws, and rotation), material properties, and fluids.

**PHSX221****S 1 credit****Physics I Laboratory**



**Core IV****Co-requisite: PHSX220**

This is a series of laboratory experiences illustrating and supporting concepts studied in PHSX220.

**PHSX222** **F 3 credits**

**Physics II****Core IV****Prerequisite: M171****Co-requisite: PHSX223**

This is the second semester of a calculus-based physics sequence for students of engineering and the physical sciences. It includes topics in heat, mechanical waves, sound, light, and optics. There are four hours of lecture, two hours of lab per week.

**PHSX223** **F 1 credit**

**Physics II Laboratory****Core IV****Co-requisite: PHSX222**

This is a series of laboratory experiences illustrating and supporting concepts studied in PHSX222.

**PHSX291** **F/S variable**

**Special Topics**

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand.

**PHSX292** **F/S variable**

**Independent Study**

Students follow a course of study and work with a faculty member to decide how the student will meet defined course objectives. Both agree on what the student will do (e.g., readings, research, and work projects), how the student's work will be evaluated, and the time frame for completion. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program.

**Political Science**

**PSCI194/294** **F/S variable**

**Workshop**

These are concentrated class sessions on a topic for which a particular need has been identified.

**PSCI195** **F/S variable**

**Practicum – Student Government Practicum**

This course offers practical experience in student body government.

**PSCI210** **F 3 credits**

**Introduction to American Government****Core III**

Politics affect all of our lives on a daily basis. Concepts such as "government," "politics," "power," and "democracy" may seem familiar to us but are in fact very complex and multifaceted subjects. The purpose of this course is to provide the student with an overview of the American government at the national level. Topics such as the structure of government and the U.S. Constitution, civil liberties and civil rights, political parties and voting behavior, public opinion and interest groups will be

examined and explored in this course.

**PSCI260**

**S 3 credits**

**Introduction to State and Local Government Core III**

During the nineteenth century and the first decade of this century, state governments dominated American government. In the mid-1900's, the role of the federal government in public policy making expanded to a great extent while the role of state governments diminished. Now, as we are well into the twenty-first century, state and local governments are working once again in a new partnership with the federal government. This course will survey the structure, function, operation, policies and problems of American state and local governments and will provide students with an understanding of the way in which state and local governments function and the place of the states within the American political system.

**PSCI291**

**F/S variable**

**Special Topics**

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand.

**PSCI292**

**F/S variable**

**Independent Study**

Students follow a course of study and work with a faculty member to decide how the student will meet defined course objectives. Both agree on what the student will do (e.g., readings, research, and work projects), how the student's work will be evaluated, and the time frame for completion. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program.

**Psychology**

**PSYX100**

**F/S 3 credits**

**Intro to Psychology****Core III**

This course is an introduction to the methods of study in psychology, cognitive science, and neuroscience, including an overview of physiological aspects of behavior, sensation, perception, research methodology, statistics, learning principles, motivation, intelligence, cognition, abnormal behavior, personality, therapy, and social psychology.

**PSYX194/294**

**F/S variable**

**Workshop**

These are concentrated class sessions on a topic for which a particular need has been identified.

**PSYX230**

**S 3 credits**

**Developmental Psychology****Core III**

This course examines human development from conception through death, emphasizing physical, cognitive, emotional, and psychosocial factors.

**PSYX240**

**S/Alt Yr 3 credits**

**Fundamentals of Abnormal Psychology**

This course examines the disorders (as per the DSM-IV-TR) that commonly occur with the Substance Use

Disorders.

discipline and the evaluation of learning.

**PSYX291**

**F/S variable**

### Special Topics

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand.

**PSYX292**

**F/S variable**

### Independent Study

Students follow a course of study and work with a faculty member to decide how the student will meet defined course objectives. Both agree on what the student will do (e.g., readings, research, and work projects), how the student's work will be evaluated, and the time frame for completion. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program.

---

## Sign Language

**SIGN120**

**S 3 credits**

### Sign Language I

#### Core VI

Sign Language I is designed for beginning signers who want to increase communication skills, interact with deaf and hard of hearing children and adults with an English mode, and demonstrate knowledge and skill in expressive and receptive signing. Signers learn the aspects of a sign and are exposed to American Sign Language idioms. Students in this class receive instruction on communicating with deaf/hard of hearing individuals using sign language, facial features, fingerspelling, gestures, and pantomime. Students acquire a vocabulary of over 1000 words utilizing a variety of resources. Signers learn to respect and appreciate people who are deaf or hard of hearing and assimilate the manual communication.

**SIGN121**

**F 1 credit**

### Simple Sign Language

Simple Sign Language is designed for beginning signers interested in Deaf Culture and Sign Language. This short and intensive course is for those with limited signing experience. A vocabulary of just over 500 words is acquired by playing games, repetition, and practice in a 'real world' setting by providing communication opportunities with other signers or d/Deaf individuals.

---

## Sociology

**SOCI101**

**F/S 3 credits**

### Intro to Sociology

#### Core III/Core VI

Sociology is the study of individuals and society and their impact upon each other. This course will provide an overview of the principles, concepts, and methods of sociology. Focuses will include socialization, social groups, stratification, social institutions, society and culture. A global perspective is included in conjunction with examining U.S. society, and current events will be incorporated into the course to allow students the ability

to understand social phenomena as it applies to the real world.

**SOCI194/294**

**F/S variable**

### Seminar/Workshop

These are concentrated class sessions on a topic for which a particular need has been identified.

**SOCI201**

**S 3 credits**

### Social Problems

#### Core III/Core VI

This is a survey and analysis of sociological perspectives in the study of social problems. Major U.S. and global problems are examined from the perspective of cultural values and social structure. Possible solutions to the problems will be explored.

**SOCI206**

**S 3 credits**

### Deviant Behavior

This is a sociological examination of the theoretical perspectives on deviance and crime. Topics may include organized crime, substance abuse, mental disorders and sexual deviance.

**SOCI211**

**F 3 credits**

### Intro to Criminology

Criminology may be defined as the study of crime, its causes, and its controls. In addition to examining the various causes of crime, this course will overview various categories of crimes, criminals, and controls that have been established in an attempt to provide the student with an understanding of the impact, causes, and prevention of crime in our society.

**SOCI236**

**S 3 credits**

### Introduction to Race and Ethnic Relations

#### Core VI

This course focuses on the socio-historical and structural analysis of race and ethnic relations among groups in the U.S. and other global settings. Emphasis is placed on theories of oppression and other arrangements for integrating economic, political, and cultural factors involved in the emergence and perpetuation of inequality among peoples who are located in multicultural environments.

**SOCI260**

**F 3 credits**

### Intro to Juvenile Delinquency

This course will examine the legal and social meanings of the concept of juvenile delinquency. Areas of emphasis will include the characteristics of delinquent behavior and delinquents, theories of delinquent behavior and their policy implications, causation and control of delinquency, the impact of the police, family, community, peers, drugs, and school on delinquency, and the juvenile justice system as an institution.

**SOCI291**

**F/S variable**

### Special Topics

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand.

**SOCI292**

**F/S variable**

### Independent Study

Students follow a course of study and work with a faculty member to decide how the student will meet defined course objectives. Both agree on what the student will do (e.g., readings, research, and work projects), how the student's work will be evaluated, and the time frame for completion. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program.

## Spanish

**SPNS101** **F 4 credit**

### Elementary Spanish I

#### Core VI

Elementary Spanish I is a beginning Spanish course designed for students to learn the fundamentals of Spanish and achieve meaningful communication through a communication-based approach, which addresses the four language skills of listening, speaking, reading, and writing. These four skills are integrated into the instruction. Students will need to be listening, reading and speaking in every class, as well as doing written assignments.

**SPNS102** **S 4 credit**

### Elementary Spanish II

#### Core VI

**Prerequisite: SPNS101, demonstrated proficiency, or consent of instructor**

Elementary Spanish II is a continuation of Elementary Spanish I. Students will continue to learn the fundamentals of Spanish and develop meaningful communication through a communication-based approach which addresses the four language skills of listening, speaking, reading, and writing. Students will increase their knowledge of vocabulary, verbs, structure, and general Spanish communication. Students will need to be listening, reading and speaking in every class, as well as doing written assignments.

**SPNS201** **F 3 credits**

### Intermediate Spanish I

**Prerequisite: SPNS102, demonstrated proficiency, or consent of instructor**

The second-year sequence builds on the basic language skills and grammar learned in SPNS101 and SPNS102 but with more emphasis on conversational skills. Grammar will be introduced and reviewed through discussions, readings, and short compositions conducted in Spanish.

**SPNS202** **S 3 credits**

### Intermediate Spanish II

**Prerequisite: SPNS201, demonstrated proficiency, or consent of instructor**

The second-year sequence builds on the basic language skills and grammar learned in SPNS101 and SPNS102 but with more emphasis on conversational skills. Grammar will be introduced and reviewed through discussions, readings, and short compositions conducted in Spanish.

**SPNS194/294** **F/S variable**

### Workshop

These are concentrated class sessions on a topic for which

a particular need has been identified.

**SPNS291**

**F/S variable**

### Special Topics

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand.

**SPNS292**

**F/S variable**

### Independent Study

Students follow a course of study and work with a faculty member to decide how the student will meet defined course objectives. Both agree on what the student will do (e.g., readings, research, and work projects), how the student's work will be evaluated, and the time frame for completion. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program.

## Statistics

**STAT021**

**F/S 1 credit**

### Introduction to Statistics Corequisite

This course provides support in achieving the STAT216 learning outcomes. This support will be provided through extra instruction of basic statistics concepts at the beginning of the semester as well as a more detailed and in depth look at STAT216 topics throughout the semester.

**STAT216**

**F/S 3-4 credits**

### Introduction to Statistics

#### Core V

**Prerequisite: Math Placement Test, or consent of instructor.**

**May require corequisite, STAT021**

This course introduces the concepts and procedures used in statistical reasoning and analysis. Topics in descriptive statistics include the presentation of data, the measures of location, central tendency and variability and relationships between variables. Topics in inferential statistics include probability, sampling distributions and the use of confidence intervals and hypothesis testing.

## Surveying

**SRVY130**

**F/S 1 credit**

### Basic GPS I

Students will learn how Global Positioning Systems work, applications for GPS in science, industry, recreation, and agriculture. Students will learn how to use a GPS to mark way-points, navigate, and locate.

**SRVY131**

**S 1 credit**

### Basic GPS II

**Prerequisite: SRVY130 or consent of instructor**

Students will learn how to interface a hand-held GPS receiver with a computer by downloading GPS information to commercially available software, and how to use computer maps to identify locations and then use a GPS to field locate those places.

**SRVY230**

**F 3 credits**

### Intro to Surveying for Engineers

This course covers the basics of plane surveying. Linear

measurement, errors, leveling, the use of transit, theodolite and total stations to make traverses, traverse adjustments, earthworks, and map construction. An introduction to GPS surveying.

**SRVY262**

**S 3 credits**

### **Public Land Survey Systems**

**Prerequisite:** SRVY230.

This class introduces students to the history, and principles of public land survey system, legal descriptions, easements, and conveyances. Students will learn the fundamentals of legal boundary location and the identification of property corners and their monumentation. Students will be working both in the classroom and numerous locations around the county.

## **Theater Arts**

**THTR101**

**F/Alt Yr 3 credits**

### **Introduction to Theater**

**Core II, Category II or Core VI**

This class is a survey of the world of theater. Students will be introduced to the art of theater by examining the actor, the playwright, the designer, the director, the dramatic structure, and the history of theater.

**THTR106**

**F/S 1 credit**

### **Theater Production I: Run Crew**

This course is for those who involve themselves in the costuming, make-up, properties, advertising, and box office work of an actual stage production of a full-length play. Credits given are based upon the individual student's involvement in the processes. It may be repeated for a maximum of four credits.

**THTR108**

**F/S 1 credit**

### **Theater Experience**

**Core II, Category I**

This course is designed to provide students with a combination of acting, stagecraft, and dramatic lab experiences while involved in a theater production. Three credits of this course may be applied to the Core III performing arts requirement.

**THTR124**

**F/S 1 credit**

### **Acting Laboratory**

This course is for those who, through the use of scripted material, wish to explore the basic concepts of the art of acting by their participation in an actual stage performance. It may be repeated for a maximum of four credits.

**THTR194/294**

**F/S 1 credit**

### **Seminar/Workshop**

This course focuses on technical work, including set design, lighting, and production. Students are expected to work "backstage" for a bona fide, full-length stage play or musical. Credits given are based upon the individual student's involvement in the processes. It may be repeated for a maximum of four credits.

**THTR291**

**F/S variable**

### **Special Topics**

Courses not required in any curriculum, for which there

is a particular need, or given on a trial basis to determine demand.

**THTR292**

**F/S variable**

### **Independent Study**

Students follow a course of study and work with a faculty member to decide how the student will meet defined course objectives. Both agree on what the student will do (e.g., readings, research, and work projects), how the student's work will be evaluated, and the time frame for completion. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program.

## **Welding Technology**

**WLDG100**

**Sum 2 credit**

### **Intro Welding Fundamentals**

An entry level class designed for students to learn the various welding processes, welding theory and safety while in the welding environment. This class is a perfect fit for students with no welding experience or those looking to expand their knowledge and experience. Additional fee required.

**WLDG105**

**F 1 credit**

### **Shop Safety (lecture based course)**

Students will be introduced to a basic understanding of Personal Protective Equipment (PPE), Material Safety Data Sheets (MSDS), and inspection of automated shop equipment. This course is designed to teach students safe shop practices prior to using any tooling in the welding lab. Successful completion of this course is a required prerequisite for all offered welding courses that are lab based. Additional fee required.

**WLDG106**

**S 4 credits**

### **Metal Fabrication Methods**

This course will focus on welding in the horizontal, vertical, and overhead positions. Students will practice making heads and joints with shielded Metal Arc Welding using various rods. Positioning and safety considerations will be highlighted. Welds will be tested for strength and defects. Additional fee required.

**WLDG110**

**F 2 credits**

### **Welding Theory I (lecture based course)**

This course is intended to teach the theory that accompanies the practical application of welding. Students will gain an understanding of the "why" that will impact their ability of the "how". All welding and cutting processes are explained through lecture and instructor led demonstrations.

**WLDG111**

**F 1 credit**

### **Welding Theory I Practical (Lab based)**

This course is the practical application of the theory presented in WLDG110.

**WLDG112**

**F 2 credits**

### **Cutting Processes (lecture (1)/lab (1) based course)**

All fabrication begins with raw materials, which are shaped and fitted using a variety of cutting processes.



This course is designed to demonstrate and familiarize the student with multiple torch cutting equipment and form an understanding of how to use each in a way to minimize waste and clean-up time. Additional fee required.

**WLDG117 S 3 credits**

**Blueprint Reading and Welding Symbols (lab based course)**

This course focuses on the graphic representations of fabricated products, as shown by engineer designed drawings. Students will be exposed to multiple views, material specifications, and weld symbols.

**WLDG133 F 4 credits**

**Gas Metal Arc Welding (lecture (1)/lab (3) based course)**

Gas Metal Arc Welding (GMAW) is the most common welding process used in fabrication shops. This course is designed to introduce students to the proper start-up and usage of various brands of GMAW welding equipment that are used throughout the fabrication industry. Flat, vertical, and overhead welding will be taught and student welds will be subjected to bend testing for familiarization purposes. Additional fee required.

**WLDG140 S 3 Credits**

**Intro to GTAW – Integrated Lab (lecture (1)/lab (2) based course)**

Gas Tungsten Arc Welding (GTAW) is a specialized sector of welding used in automotive and alloy fabrication. Students will be instructed in a variety of ferrous and non-ferrous metal welding using the GTAW process, including spool-gun techniques using industry-standard equipment. Flat, vertical, and overhead positions will be taught. Student welds will be subjected to tensile testing for familiarization purposes. Additional fee required.

**WLDG145 S 4 credits**

**Fabrication Basics (lecture (2)/lab (2) based course)**

This is an entry level course for first year students. This class will give students a working knowledge of basic metal fabrication techniques, blueprint reading, weld symbols and tools used to fabricate. Students will learn through classroom lectures and hands-on projects in the welding lab.

**WLDG146 S 2 credits**

**Fabrication Basics II (lab based course)**

This course is a continuation of WLDG145.

**WLDG150 F 2 credits**

**Layout Practices (lecture (1)/lab (1) based course)**

Provides layout and fitting skills applicable to an industrial welding and fabrication shop. Tasks include reading prints, estimating, and ordering materials. Employs simple layout, parallel line development, radial line development, triangulation for pattern development and applied math concepts. Additional fee required.

**WLDG180 F 5 credits**

**Shielded Metal Arc Welding (lecture (1)/lab (4) based course)**

Shielded Metal Arc Welding (SMAW) is the most common welding process used for pipe welding and outdoor fabrications. Students will gain an understanding of electrode selection, machine set-up and amperage

selection. Flat, vertical, and overhead positions will be practiced. Student welds will be subjected to bend testing and familiarization. Additional fee required.

**WLDG185 S 1 credit**

**Welding Qualification Test Prep (lecture)**

This is an entry level class designed to teach students nondestructive visual weld inspection techniques to detect surface and near surface discontinuities and defects in and around the weld. They will gain knowledge on why they occur and how to prevent and repair according to welding codes and standards. Additional fee required.

**WLDG186 S 2 credits**

**Welding Quality Test Preparation (lab based course)**

This course allows students to practice all welding processes in all positions with the intention of successful completion of American Welding Society certification testing. Practice welds will be subjected to the same testing and inspection procedures as the final examination. This is designed to allow the student to lead their practice focus and tailor it to the specific certifications they are seeking. Additional fee required.

**WLDG187 F 3 credits**

**Flux Core Arc Welding (lecture (1)/lab (2) based course)**

Flux Core Arc Welding (FCAW) is a wire-feed welding process that does not require a shielding gas. It has fabrication and repair applications for outdoor uses when SMAW is not practical. Students will become familiar with machine set-up procedures, process applications, and dual-shield techniques. Flat, vertical, and overhead positions will be taught and practiced. Completed welds will be bend-tested for familiarization purposes. Additional fee required.

**WLDG201 F 1 credit**

**Welding, Measurement, and Trade Tools (lecture based course)**

This course will give the student an understanding of the tools they will use and encounter during their career as a welder. The course will highlight and discuss the many hand and power tools the student will need to have experience with in order to perform their job in the highest standard of quality.

**WLDG205 F 2 credits**

**Applied Metallurgy (lecture based course)** Students will learn about metal properties, the effects of heat and cold, and tempering of metals and alloys. Wood and gas forging techniques will be practiced along with mold making poured castings. Weldability of metals and filler metals will be taught, including physical and mechanical properties of each. Additional fee required.

**WLDG210 S 6 credits**

**Pipe Welding (lecture (1)/lab (5) based course)**

Provides an introduction to pipe layout, fitting, and welding. Instructs students in piping information, basic pipe layout practices, use of pipe layout tools, and basic pipe welding techniques. Safety, quality, and proper welding techniques standards are stressed. Additional fee required.



**WLDG212****S 1 credit****Pipe Welding – Layout (lab based course)**

This course provides the student with a thorough technical understanding of preparation and fit-up for welding pipe. Students acquire the necessary skills to perform satisfactory welds on different materials of pipe, in all positions and situations, using SMAW welding process. The student develops the skills necessary to produce quality pipe fitting and welds needed in today's workforce. Additional fee required.

**WLDG225****F 3 credits****Structural Fabrication (lecture (1)/lab (2) based course)**

This course will give students a basic understanding of structural steel fabrication, cutting, layout and construction. Students will demonstrate proper technique in cutting, beveling, drilling and welding on I-beams, tubing and plate.

**WLDG235****F 2 credits****Oxy-Acetylene Welding (lab based course)**

Oxygen-acetylene welding (OAW) is a process that has applications in thin material fabrication and repair. Specialty OAW is also used in alloy welding. Students will become familiar with a variety of OAW applications on ferrous and non-ferrous materials. Flat and vertical positions will be practiced. Welds will be subjected to tensile testing for familiarization. Additional fee required.

**WLDG237****F 2 credits****Aluminum Welding Processes (lecture (1)/lab (1) based course)**

Students will experience a hands on approach to the various applications of joining aluminum using arc welding. Students will train using GMAW-P, GMAW, GTAW, and GTAW-P welding. This course will cover the joining of aluminum exclusively. Additional fee required.

**WLDG241****F 4 credits****Metal Fabrication I (lecture (2)/lab (2) based course)**

Students will study the basic skills needed to fabricate various projects. Focus of this course is how to ensure plumb, level, and square are achieved as well as prevention practices for metal warp and part movement during welding. Multiple cutting, grinding, drilling, and welding processes will be practiced. Additional fee required.

**WLDG242****F 4 credits****Metal Fabrication II (lecture (1)/lab (3) based course)**

Further expansion of the skills learned in WLDG241 including structural and vehicle fabrication will be taught. In-depth projects will include the ability to accurately use flame and plasma torches, making assembly jigs, and fabrication of moving parts. Additional fee required.

**WLDG191/291****F/S variable****Special Topics**

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand.

**WLD192/292****F/S variable****Independent Study**

Students follow a course of study and work with a faculty member to decide how the student will meet defined course objectives. Both agree on what the student will

do (e.g., readings, research, and work projects), how the student's work will be evaluated, and the time frame for completion. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program. Additional fee required.

**WLDG194/294****F/S variable****Workshop**

Concentrated class sessions on a topic for which a particular need has been identified. Additional fee required.

**WLDG280****S 1 credit****Welding Test Certification (lecture-based course)**

This class teaches and allows sophomore level students to understand welder qualification and certification procedures, codes and processes before undertaking welder qualification testing. Additional fee required.

**WLDG281****S 2 credits****Welding Testing Certification Lab (lab based course)**

This class teaches and allows sophomore level students to understand welder qualification and certification procedures with lab time to practice before undertaking welder qualification testing on 1" mild steel plate and 6 inch schedule 40 pipe. Additional fee required.

**WLDG298****F/S variable****Coop Education/Internship**

Provides credit for a sophomore work experience in the area of Welding and Metal Fabrication Technology. Supervised by faculty.

---

**Women's Studies****WGSS274****F/S 3 credits****Women, Culture, & Society**

This course focuses on the lives of girls and women in North America throughout history and today. The course employs the "sociological perspective" to examine what factors shape the diverse experiences of girls and women, with an emphasis on social structures such as race, ethnicity and social class.

---

**Writing****WRIT101****F/S 3 credits****College Writing I****Core I (required)**

**Prerequisite: successful score on the Accuplacer placement exam, or consent of instructor. May require co-requisite.**

College Writing I is a course in college-level writing. Students will learn basic research skills, including information retrieval and documentation. Short essays will demonstrate critical thinking as a basis for clear, concise writing. A final research project will provide students with a model that may be used in academic and vocational settings.

**WRIT121****S 3 credits****Intro to Technical Writing****Prerequisite: WRIT101**

This course covers the principles of creating and developing

professional documents such as descriptions, instructions, reports, and proposals. Correct sentence structure, grammar, and usage are reviewed.

**WRIT122** **S 3 credits**

### **Intro to Business Writing**

**Prerequisite:** WRIT101

Course content includes composing effective communications through letters and memos in a clear, complete, concise manner. report writing and speaking to groups is also covered. Special emphasis is placed on job hunting and resume writing.

**WRIT194/294** **F/S variable**

### **Workshop**

Concentrated class sessions on a topic for which a particular need has been identified.

**WRIT201** **F/S 3 credits**

### **College Writing II**

**Core I**

**Prerequisite:** Grade "C-" or better in WRIT101 or consent of instructor

A continuation of the study of the modes of composition introduced in WRIT101, this course emphasizes research-based argumentation and research writing involving research methods, the avoidance of plagiarism, and formal documentation in the APA format. This course also emphasizes further development of structure, clarity, style, diction, and the maturation of ideas. Students will be expected to write without major faults in grammar or usage and will write up to four argumentative essays and a significant research paper, accompanied by a thorough bibliography.

**WRIT202** **F/S 3 credits**

### **College Writing III**

**Core I**

**Prerequisite:** WRIT101.

This course is designed for students who wish to attain a higher level in their expository writing skills. Various rhetorical devices are explored in class readings. Emphasis is on thinking and writing skills and the translation of such skills into clear, well-organized prose.

---

## Dawson Community College Board of Trustees

### Chairman

Chad Knudson

### Vice Chairman

Darla Handran

### Trustees

Spencer Johnson – Cindy Larsen - Rich Rowe - Mike Wilondek

---

## Personnel

(Year in parenthesis indicates first year of service at Dawson Community College)

### Cabinet

#### President

##### **Dr. Scott Mickelsen (2016)**

Ph.D., Iowa State University

M.S., Utah State University

B.S., Utah State University

A.A., A.A.S., Ricks College (BYU-I)

Phone: (406) 377-9406

Email: [smickelsen@dawson.edu](mailto:smickelsen@dawson.edu)

#### Vice President of Academic and Student Affairs

##### **Suela Cela (2013)**

M.P.A., The University of Montana

B.S., University of Nebraska

A.A., Dawson Community College

A.S., Dawson Community College

Phone: (406) 377-5530

Email: [scela@dawson.edu](mailto:scela@dawson.edu)

#### Vice President of Advancement and Human Resources

##### **Leslie Weldon (2016)**

M.A., Gonzaga University

B.A., The University of Montana

Phone: (406) 377-9412

Email: [lweldon@dawson.edu](mailto:lweldon@dawson.edu)

#### Director of Athletics

##### **Joe Peterson (2015)**

M.Ed., Northwest State University

B.S., Rocky Mountain College

A.S., Dawson Community College

Phone: (406) 377-9459

Email: [jpeterson@dawson.edu](mailto:jpeterson@dawson.edu)

#### Director of Business Operations

##### **Jennifer King (2017)**

B.B.A., Columbus State University

Phone: (406) 377-9458

Email: [jking@dawson.edu](mailto:jking@dawson.edu)

#### Director of Facilities

##### **Todd Thompson (2018)**

A.S., Dawson Community College

Electrical Apprenticeship, North Dakota

State College of Science

Phone: (406) 377-9451

Email: [tthompson@dawson.edu](mailto:tthompson@dawson.edu)

#### Director of Information Technology

##### **Marc Roe (2018)**

M.A., Capella University

B.A., University of Las Vegas

A.A.S., Great Basin College

Phone: (406) 377-9422

Email: [mroe@dawson.edu](mailto:mroe@dawson.edu)

#### Assistant to President

##### **Randi Johnson (2016)**

A.A.S., National College

Phone: (406) 377-9401

Email: [rjohnson@dawson.edu](mailto:rjohnson@dawson.edu)

## Faculty Profiles

### Beltz, Lucy (2018)

Early Childhood  
M.Ed., The University of Montana  
B.F.A., University of Illinois  
Email: [lbeltz@dawson.edu](mailto:lbeltz@dawson.edu)

### Carrier, Katherine 'Katie' (2019)

Animal Science and Agriculture  
M.S., Auburn University  
B.S., The University of Tennessee at Martin  
Phone: (406) 377-9464  
Email: [kcarrier@dawson.edu](mailto:kcarrier@dawson.edu)

### Chase, Alex (2019)

Head Coach Cross Country/Track  
B.S., Health and Human Performance, Rocky Mountain College  
Phone: (406) 377-9466  
Email: [achase@dawson.edu](mailto:achase@dawson.edu)

### Di Gangi, Christina (2015)

English, Writing, Literature  
Ph.D., University of Notre Dame  
M.A., University of Notre Dame  
B.A., University of Ottawa  
Phone: (406) 377-9415  
Email: [cdigangi@dawson.edu](mailto:cdigangi@dawson.edu)

### Hance, Shaylee (2019)

B.A., Chadron State College  
A.A., Central Wyoming College  
Phone: (406) 377-9417  
Email: [shance@dawson.edu](mailto:shance@dawson.edu)

### Fritz, Dina (2017)

Head Volleyball Coach  
Phone: (406) 377-9437  
Email: [dfritz@dawson.edu](mailto:dfritz@dawson.edu)

### Hunter, Michael (1992)

Mathematics  
M.S., Montana State University  
B.S., Montana State University  
Phone: (406) 377-9433  
Email: [mhunter@dawson.edu](mailto:mhunter@dawson.edu)

### Lagmay, Romeo (2014)

M.A., Slippery Rock University  
B.A., California State University-Dominquez Hills  
A.A., Feather River Community College  
Phone: (406) 377-9450  
Email: [rlagmay@dawson.edu](mailto:rlagmay@dawson.edu)

### LeProwse, Jim (2010)

Welding Technology  
Head Coach Women's Softball  
B.S., The University of Montana Western  
Phone: (406) 377-9466  
Email: [jleprose@dawson.edu](mailto:jleprose@dawson.edu)

### Li, Tsai-Ying (2017)

Music  
D.M.A., University of Wisconsin-Madison  
M.M., Northern Illinois University  
Phone: (406) 377-9408  
Email: [tli@dawson.edu](mailto:tli@dawson.edu)

### Peterson, Joe (2015)

Head Coach Men's Basketball  
M.Ed., Northwest State University  
B.S., Rocky Mountain College  
A.S., Dawson Community College  
Phone: (406) 377-9459  
Email: [jpeterson@dawson.edu](mailto:jpeterson@dawson.edu)

### Reeves, Thomas (1992)

Chemistry, Science  
M.S., North Dakota State University  
B.S., Dickinson State University  
Phone: (406) 377-9438  
Email: [treeves@dawson.edu](mailto:treeves@dawson.edu)

### Roos, Regina (2019)

M.S., Montana State University-Billings  
B.S., Dickinson State University  
Phone: (406) 377-5302  
Email: [groos@dawson.edu](mailto:groos@dawson.edu)

### SyWassink, Rick (2019)

Criminal Justice  
M.S., St. Louis University  
B.A., Iowa Law Enforcement Academy  
A.A., Muscatine Community College  
Phone: (406) 377-9414  
Email: [rsywassink@dawson.edu](mailto:rsywassink@dawson.edu)

### Temple, Jennifer (2012)

Biology  
M.S., Montana State University  
B.S., Dickinson State University  
Phone: (406) 377-9431  
Email: [jtemple@dawson.edu](mailto:jtemple@dawson.edu)

### Tucker, Craig (2017)

Corrosion Technology  
A.A.T., Chattahoochee Technical College  
Phone: (406) 377-9426  
Email: [ctucker@dawson.edu](mailto:ctucker@dawson.edu)



**Vander Veur, Laura Beth (2019)**

Part time Education  
 Ed.D., Dallas Theological Seminary  
 M.A., Dallas Theological Seminary  
 B.A., University of Central Oklahoma  
 Phone: (406) 377-9463  
 Email: [lvanderveur@dawson.edu](mailto:lvanderveur@dawson.edu)

**Weeding, Jennifer (2019)**

Math and Statistics  
 Ph.D., Montana State University  
 M.S., Montana State University  
 B.S., Montana State University  
 Phone: (406) 377-9435  
 Email: [jweeding@dawson.edu](mailto:jweeding@dawson.edu)

**Wheeler, Jennifer (2016)**

Art  
 M.F.A., Western Connecticut State University  
 B.F.A., Western Connecticut State University  
 Phone: (406) 377-9474  
 Email: [jwheeler@dawson.edu](mailto:jwheeler@dawson.edu)

**Staff (Professional and Classified)****Beach, Justin (2018)**

Financial Aid Director  
 M.Ed., Abilene Christian University  
 B.A., Montana State University  
 Phone: (406) 377-9410  
 Email: [jbeach@dawson.edu](mailto:jbeach@dawson.edu)

**Billbrey, Kristin (2017)**

Accounts Receivable Assistant  
 Phone: (406) 377-9423  
 Email: [kbilbrey@dawson.edu](mailto:kbilbrey@dawson.edu)

**Boysun, Virginia (2010)**

Registrar  
 B.S., Montana State University, Billings  
 A.A., Dawson Community College  
 A.A.S., Western Dakota Tech  
 Phone: (406) 377-9404  
 Email: [vboysun@dawson.edu](mailto:vboysun@dawson.edu)

**Brandt, Julie (2017)**

Admissions Specialist  
 Phone: (406) 377-9400  
 Email: [jbrandt@dawson.edu](mailto:jbrandt@dawson.edu)

**Brockel, Sarah (2017)**

Assistant Vice President of Advancement  
 M.P.A., Montana State University – Billings  
 B.A., Montana State University – Billings  
 Email: [sbrockel@dawson.edu](mailto:sbrockel@dawson.edu)

**Carpenter, Amy (2020)**

Director of Culinary and Campus Store  
 Phone: (406) 377-9428  
 Email: [acarpenter@dawson.edu](mailto:acarpenter@dawson.edu)

**Copp, Ashton (2018)**

Human Resources Assistant  
 A.A., Dickinson State University  
 Phone: (406) 377-9430  
 Email: [acopp@dawson.edu](mailto:acopp@dawson.edu)

**DeJaegher, Dwight (2019)**

Maintenance Technician  
 A.A.S., Dawson Community College  
 Phone: (406) 377-9451  
 Email: [ddejaegher@dawson.edu](mailto:ddejaegher@dawson.edu)

**Engle, Sara (2018)**

Director of Workforce Development  
 B.S., American Intercontinental University  
 A.S., North Dakota State College of Science  
 Phone: (406) 377-9441  
 Email: [sengle@dawson.edu](mailto:sengle@dawson.edu)

**Fleming, McKinna (2019)**

Assistant Director of Recruiting  
 A.A., Miles Community College  
 Phone: (406) 377-9419  
 Email: [mfleming@dawson.edu](mailto:mfleming@dawson.edu)

**Harp, Dennis (2018)**

Executive Director, DC Foundation  
 M.A., Hardin Simmons University  
 B.A., Mount Mary College  
 A.A., Dawson Community College  
 Phone: (406) 377-9425  
 Email: [dharp@dawson.edu](mailto:dharp@dawson.edu)

**Huseby, Tyrell (2019)**

Information Technology Generalist  
 A.S., Dawson Community College  
 Phone: (406) 377-9421  
 Email: [thuseby@dawson.edu](mailto:thuseby@dawson.edu)

**Kaufman, Erin (2019)**

Assistant to the Vice President of Academic and Student Affairs  
 Phone: (406) 377-9405  
 Email: [ekaufman@dawson.edu](mailto:ekaufman@dawson.edu)

**Lagmay, Romeo (2014)**

Sports Information Director  
 M.A., Slippery Rock University  
 B.A., California State University-Dominquez Hills  
 A.A., Feather River Community College  
 Phone: (406) 377-9450  
 Email: [rlagmay@dawson.edu](mailto:rlagmay@dawson.edu)

## Staff (Professional and Classified) Cont.

### **Lagmay, Tami (2015)**

Tutor; Assistant Softball Coach  
B.S., Talladega College  
Phone: (406) 377-9424  
Email: [tjohnson@dawson.edu](mailto:tjohnson@dawson.edu)

### **Langlois, Jon (2019)**

Associate Dean of Student Success  
M.B.A., Wayne State College  
B.A., Moody Bible Institute  
Phone: (406) 377-9455 (Commons) or (406) 377-9465  
Email: [jlanglois@dawson.edu](mailto:jlanglois@dawson.edu)

### **Legato, Troy (1999)**

Maintenance Technician  
A.A., Dawson Community College  
Phone: (406) 377-9451  
Email: [tlegato@dawson.edu](mailto:tlegato@dawson.edu)

### **Malkuch, Casey (2007)**

Head Maintenance Engineer  
A.A., Dawson Community College  
Phone: (406) 377-9451  
Email: [cmalkuch@dawson.edu](mailto:cmalkuch@dawson.edu)

### **Masau, Traci (2015)**

Special Liaison to the President  
M.P.A., University of North Florida  
B.S., University of South Dakota  
Email: [tmasau@dawson.edu](mailto:tmasau@dawson.edu)

### **McKeen, Michelle (2015)**

Manager, Buc's Brew  
A.S., Oregon Culinary Institute  
Phone: (406) 377-9439  
Email: [mmittelstaed@dawson.edu](mailto:mmittelstaed@dawson.edu)

### **Mickelson, Jeana (2018)**

Maintenance Technician  
A.A., Dawson Community College  
Phone: (406) 377-9451  
Email: [jboysun@dawson.edu](mailto:jboysun@dawson.edu)

### **Mittelstaed, Denise (2016)**

Campus Store/Buc's Brew; Maintenance Tech;  
Beautification  
Email: [dmittelstaed@dawson.edu](mailto:dmittelstaed@dawson.edu)

### **North Wolfe, Sarah (2019)**

Associate Director of Enrollment  
M.S., Central Washington University  
B.A., Western Washington University  
Phone: (406) 377-9419  
Email: [snorthwolfe@dawson.edu](mailto:snorthwolfe@dawson.edu)

### **Peterson, Katelyn (2020)**

Director of Marketing and Public Relations  
B.A., Rocky Mountain College  
Phone: (406) 377-9444  
Email: [kpeterston@dawson.edu](mailto:kpeterston@dawson.edu)

### **Powell, Kristi (1992)**

Campus Store Manager  
A.S., Western Montana College  
A.A.S., Dawson Community College  
Phone: (406) 377-9457  
Email: [kpowell@dawson.edu](mailto:kpowell@dawson.edu)

### **Reed, Tammy (2008)**

Assistant Business Manager  
Phone: (406) 377-9402  
Email: [treed@dawson.edu](mailto:treed@dawson.edu)

### **Shikwambi, Shamani (2019)**

Dean of Academics  
Ph.D., M.A., University of Northern Iowa  
B.A., Concordia College  
A.A., Waldorf College  
Phone: (406) 377-94  
Email: [sshikwambi@dawson.edu](mailto:sshikwambi@dawson.edu)

### **Ulrich, Jordan (2018)**

Online Specialist and Academic Advisor  
B.S., Montana State University-Bozeman  
Phone: (406) 377-9411  
Email: [julrich@dawson.edu](mailto:julrich@dawson.edu)

### **Vashus, Todd (2006)**

Maintenance Technician  
Phone: (406) 377-9451  
Email: [tvashus@dawson.edu](mailto:tvashus@dawson.edu)

### **Winchell, Alex (2019)**

Controller  
B.S., Montana State University  
Phone: (406) 377-6697  
Email: [awinchell@dawson.edu](mailto:awinchell@dawson.edu)

### **Wright, Paige (2018)**

Assistant Women's Basketball Coach I  
M.S., Minot State University  
B.A., California University of Pennsylvania  
Phone: (406) 377-9451  
Email: [pwright@dawson.edu](mailto:pwright@dawson.edu)

### **Wynne, Jane (2006)**

Adult Basic Education Director  
B.S., Western Washington University  
Phone: (406) 377-9448  
Email: [jwynne@dawson.edu](mailto:jwynne@dawson.edu)