

2022-2023



## ACADEMIC CATALOG



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## 2022-23 Academic Calendar Fall Semester 2022

Aug 15-17.....Faculty In-service  
 Aug 18-19.....In-Service  
 Aug 20.....Residence Hall Move In  
 Aug 22-23.....New Student Orientation/ Registration,  
                     Financial Aid Distribution  
 Aug 24.....On-Campus and Moodle Classes Begin  
 Aug 30.....Fee Payment/Financial Aid Refunds,  
                     Last day to Drop/Add Classes via Banner  
 Sept 2.....Last Day to Add/Drop Classes  
 Sept 5.....Labor Day-Campus Closed  
 Sept 22 .....Late Fee Added to Unpaid Accts  
 Sept 23.....1st Time Borrower Loan Disbursement  
 Oct 17.....Mid-term Grades Submitted  
 Oct 21.....Fall Break-Campus Closed  
 Oct 24-28.....Registration for Grad Candidates  
 Oct 31.....Graduation Applications Due &  
                     Spring Registration Opens  
 Nov 2.....Advising Day No Day classes (Evening classes  
                     will meet)  
 Nov 21..... Last Day to Withdraw from Classes  
 Nov 23-25.....Thanksgiving Break-Campus Closed  
 Nov 28.....Classes Resume  
 Dec 13-15.....Final Exams  
 Dec 15.....End of Semester  
 Dec 16.....Faculty Grading & Assessment Day  
 Dec 18.....Final Grades due  
 Dec 19.....Grades Posted  
 Dec 24—Jan 1... Campus Closed (at President’s discretion)

### Winter Session-Dates to TBD

**\*Students are required to accept charges by the first day of classes. If charges are not accepted at the end of the first day, students may be dropped from the class. (They may re-enroll)**

## 2022-23 DCC Online Calendar Fall Semester 2022

### 15 Week Session

Aug 29.....Classes Begin  
 Aug 31..... Last Day to Add Classes  
 Sept 6.....Last day to Pay for classes & Drop w/refund  
 Sept 13.....Last Day to Drop w/o refund  
 Sept 28.....1st Time Borrower Loan Disbursement  
 Sept 29.....Late fee added to unpaid accounts  
 Nov 21 ..... Last Day to Withdraw from Classes  
 Dec 10..... Last Day of Classes

### 6 Week Session

Sept 12.....Classes Begin  
 Sept 13..... Last Day to Add Classes  
 Sept 14.....Last day to Pay for classes & Drop w/refund  
 Sept 19..... Last Day Drop w/o refund  
 Oct 12.....1st Time Borrower Loan Disbursement  
 Oct 13.....Late fee added to unpaid accounts  
 Oct 14 ..... Last Day to Withdraw from Classes  
 Oct 22 ..... Last Day of Classes

### 10 Week Session

Oct 3 ..... Classes Begin  
 Oct 4 ..... Last Day to Add Classes  
 Oct 7.....Last Day to Pay for classes & Drop w/refund  
 Oct 13 ..... Last Day to Drop Classes w/o refund  
 Nov 2.....1st Time Borrower Loan Disbursement  
 Nov 3.....Late fee added to unpaid accounts  
 Nov 28 ..... Last Day to Withdraw from Classes  
 Dec 10..... Last Day of Classes

### 6 Week Session

Oct 31 .....Classes Begin  
 Nov 1 ..... Last Day to Add Classes  
 Nov 2 ..... Last Day to Pay for Classes & Drop w/refund  
 Nov 7.....Last Day to Drop Classes w/o refund  
 Nov 30.....1st Time Borrower Loan Disbursement  
 Dec 1.....Late fee added to unpaid accounts  
 Dec 2..... Last Day to Withdraw from Classes  
 Dec 10..... Last Day of Classes



**Spring Semester 2023**

Jan 9.....MLK Day observed—campus closed  
 Jan 12-13.....In-service  
 Jan 16.....Residence Hall Move In  
 Jan 16.....Martin Luther King, Jr Day campus open  
 Jan 17.....New Student Orientation/Registration,  
 Financial Aid Disbursement  
 Jan 18.....On-campus and Moodle Classes Begin  
 Jan 24.....Fee Payment/Financial Aid Refunds,  
 Last Day Add/Drop classes via Banner  
 Jan 29 .....Last Day to Add/Drop Classes  
 Feb 16.....Late Fee Added to Unpaid Accounts  
 Feb 17.....1st Time Borrower Loan Disbursement  
 Feb 20.....Presidents Day-Campus Closed  
 Mar 13.....Mid-term Grades Submitted  
 Mar 13-17.....Spring Break-No Classes  
 Mar 20.....Classes Resume  
 Mar 27..... Pre-Registration Opens  
 Mar 29.....Advising Day No Day classes (Evening Classes will  
 meet)  
 Apr 3.....Fall 2023 Graduation Applications due  
 Apr 7.....Good Friday-Campus Closed  
 Apr 17 ..... Last Day to Withdraw from Classes  
 May 9-11.....Final Exams  
 May 11..... Commencement (6P) Semester End for Students  
 May 12..... Faculty Assessment Day  
 May 12..... Residence Hall Move Out  
 May 14..... Final Grades Due  
 May 15.....Grades Posted

**Students are required to accept charges by the first day of classes. If charges are not accepted at the end of the first day, students may be dropped from the class. (They may re-enroll)**

**2023**

**15 Week Session**

Jan 23..... All Online Classes Begin  
 Jan 25.....Last Day to Add Classes  
 Jan 30.....Last Day to Pay for classes & Drop w/Refund  
 Feb 7 .....Last Day to Drop Classes w/o Refund  
 Feb 22.....1st Time Borrower Loan Disbursement  
 Feb 23.....Late fee added to unpaid accounts  
 April 17 ..... Last Day to Withdraw from Classes  
 May 6.....Last Day of Classes

**6 Week Session**

Feb 6 .....Classes Begin  
 Feb 7 .....Last Day to Add Classes  
 Feb 8 .....Last Day to Pay for Classes & Drop w/Refund  
 Feb 13 .....Last Day to Drop w/o Refund  
 March 8.....1st Time Borrower Loan Disbursement  
 March 9.....Late fee added to unpaid accounts  
 March 10 .....Last Day to Withdraw from Classes  
 March 18 .....Last Day of Classes

**10 Week Session**

Feb 27 .....Classes Begin  
 Feb 28 .....Last Day to Add Classes  
 March 3.....Last Day to Pay & Drop Classes w/Refund  
 March 9 .....Last Day to Drop Classes w/o Refund  
 March 29.....1st Time Borrower Loan Disbursement  
 March 30.....Late fee added to unpaid accounts  
 April 24 .....Last Day to Withdraw from Classes  
 May 6.....Last Day of Classes

**6 Week Session**

March 27 .....Classes Begin  
 March 28 .....Last Day to Add Classes  
 March 29.....Last Day to Pay & Drop classes w/Refund  
 April 3 .....Last Day to Drop w/o Refund  
 April 26.....1st Time Borrower Loan Disbursement  
 April 27.....Late fee added to unpaid accounts  
 April 28 .....Last Day to Withdraw from Classes  
 May 6.....Last Day of Classes





## Summer Semester 2023

May 30..... On-campus and Moodle Sessions Begin  
June 29.....1st Time Borrower Loan Disbursement  
July 3-7 ..... Independence Day - Campus Closed  
.....(At President's discretion)  
Aug 4..... On-campus and Moodle Sessions End  
Aug 13 ..... Final Grades Due  
Aug 14 ..... 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.

**Students are required to accept charges by the first day of classes. If charges are not accepted at the end of the first day, students may be dropped from the class. (They may re-enroll)**

## DCC Online Summer Session 2023

### 10 Week Session

May 30.....Online Classes Begin  
May 31.....Last Day to Add Classes  
June 5.....Last Day to Pay for Classes & Drop w/Refund  
June 9.....Last Day to Drop Classes w/o refund  
June 29.....1st Time Borrower Loan Disbursement  
June 30.....Late fee added to unpaid accounts  
July 24.....Last Day to Withdraw from Classes  
Aug 5.....Last Day of Classes

### 6 Week Session

June 12.....Online Classes Begin  
June 13.....Last Day to Add Classes  
June 14.....Last Day to Pay for Classes & Drop w/Refund  
June 19.....Last Day to Drop Classes w/o Refund  
July 12.....1st Time Borrower Loan Disbursement  
July 13.....Late fee added to unpaid accounts  
July 14.....Last Day to Withdraw from Classes  
July 22.....Last day of Classes



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## Accreditation

Dawson Community College is accredited by the Northwest Commission on Colleges and Universities (NWCCU), 8060 165th Avenue N.E., Suite 200, Redmond, WA 98052-3981, (425) 558-4224.

Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that the institution meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university has the necessary resources to achieve its stated purposes through appropriate educational program. An accredited college or university achieves these purposes and gives reasonable evidence that it will continue to do so in the near 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.

### **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). Mailing Address: 300 College Drive, Glendive, MT 59330.
- Virginia Boysun, Registrar, Veteran's Coordinator, International Student Advisor. Telephone: (406) 377-9404. Email: [vboysun@dawson.edu](mailto:vboysun@dawson.edu). Mailing address: 300 College Drive, Glendive, MT 59330.
- Matt Hull, Dean of Academic Affairs, ADA Coordinator. Telephone: (406) 377-9434. Email: [mhull@dawson.edu](mailto:mhull@dawson.edu). Mailing address: 300 College Drive, Glendive, MT 59330.

## Message from the President



Welcome to Dawson Community College!

If you are exploring DCC for the first time or returning to the college, we welcome you to dive in, see what we're up to, and learn about the amazing opportunities available at DCC.

Dawson Community College is located on over 300 acres displaying the wide-open areas we love about Eastern Montana. The campus sits on a hill overlooking the city of Glendive, the community champion of all our efforts. Students choosing to attend our college will be welcomed not only by our expert faculty and staff but the residents and business owners of the region as well. You'll find Glendive and all of Dawson County fervent supporters of our activities and offerings on campus. We are glad you are here and so is our community!

At DCC, we are focused on student success. Whether you are attending part-time or full-time, you are welcome to explore our robust transfer or career and technical curriculum that prepares you for the next step on your path. In addition, we are here to serve those who are interested in community outreach courses, non-credit professional development, adding skills to bolster your resume, or looking to complete the High School Equivalency Test (HiSET).

The College Catalog is the yearly contract with the student. This document is thoroughly reviewed annually by all departments to ensure students receive high-quality course and program offerings. Furthermore, the Catalog aligns with our current mission and core themes.

Supporting today's diverse student body requires us to think differently. It requires campus-wide collaboration and creativity from our talented faculty and staff. This commitment is the spirit of a college, especially at Dawson Community College.

I wish you all an enlightening and successful year of education at DCC. You will love your time here as we will strive to provide excellence in all we do.

Go Bucs!

Kathleen P. O'Leary  
Interim President

## 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 Wi-Fi 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 fall and spring 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, as well as 10 and 6-week sessions.

## 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.

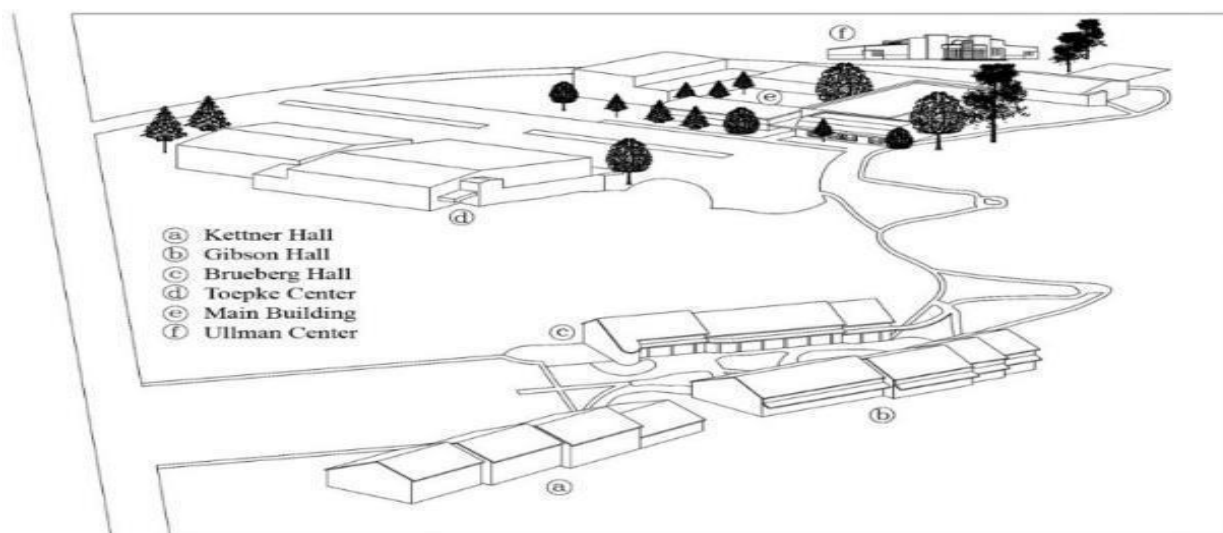
The city has a fine park system and public swimming pool, one of the best football and track stadiums in the state, an excellent city library, and a local history museum. One can also enjoy hunting, fishing, golfing, hiking, tennis, mountain biking, skateboarding, and cross-country skiing. The Yellowstone 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 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, and Student Center that includes Food Service, 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 9-hole disc golf course is located to the south of the Ullman Center.

### Toepke Center

The Toepke Center is located east of the Main Building and is home to DCC's performing arts center and intercollegiate sports. It has 54,420 square feet of space and includes a 2,000-seat gymnasium, weight room, cardio room, locker rooms, team room, concession stand, walking track, 300-seat auditorium, recording studio, keyboard lab, band room, choir room, stagecraft workshop, numerous practice rooms, and athletic offices.

### Residence Halls

Located on campus are three apartment-style student residence halls, Gibson, Brueberg and, Kettner. An indoor and outdoor commons area, The Cove, is attached to Kettner Hall. These provide great places 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

### Individual Campus Visits

Campus tours are available through the Department of Enrollment Management. Our recruiting team will schedule time for a campus tour and time to meet with Admissions, Financial Aid, and an Academic Advisor. To schedule a visit, please complete the registration form at [www.dawson.edu/visit](http://www.dawson.edu/visit) or email [info@dawson.edu](mailto:info@dawson.edu) at least two days in advance of your visit. "Drop-in" visits are also welcome.

### Buccaneer Days

DCC Buccaneer Days are held throughout the year to give prospective students and their families a chance to meet with faculty, staff, and students and to explore academic facilities and programs. A tour of the campus is provided, as well as informational sessions from campus partners. Register for Buccaneer Day by going to [www.dawson.edu/visit](http://www.dawson.edu/visit).

### Student PREP Day

Student Priority Registration and Education Planning (Student PREP) days are opportunities for students who will begin attending in the fall semester to take placement tests and arrange a fall class schedule with an advisor. Students who attend Student PREP must also attend Orientation.

### Orientation

DCC provides a formal orientation to acquaint new and transfer students with the policies and organization of the college and welcome students back to campus. Orientation days will be scheduled prior to the beginning of each semester. Placement tests, campus information sessions, library orientation, group advising, student ID and meal card printing, 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.

### Admission Requirements

DCC 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 Dean of Academics. 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

#### First-Time Freshman Students

A complete admission file for a degree-seeking student includes the following:

- DCC Admissions Application
- Application fee of \$30 (non-refundable, one-time)
- 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 law of the state in which their home school was located (e.g. 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) 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)

### Transfer Students

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:

- 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 law of the state in which their home school was located (e.g. 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)
- Students transferring from a Montana college or university have the option of completing the MUS Request for Transmittal of Application Materials and submitting an \$8 fee to the Registrar's office at the school they have previously attended. In this case, the student's admissions record will be sent from the school they have previously attended to DCC. The \$30 application fee is waived with this option

### 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:

- 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), International English Language Testing System (IELTS), or Duolingo exam. For the TOEFL, the minimum score accepted is 500 on the paper test 173 on the computerized test and 61 on the internet-based test. For the IELTS, the minimum score accepted is an average of 5.5. For Duolingo, the minimum score is 90
- 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

### International Student Admission Online only:

- DCC Admissions Application
- An application fee of \$30 (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 and 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), International English Language Testing System (IELTS), or Duolingo exam. For the TOEFL, the minimum score accepted is 500 on the paper test; 173 on the computerized test; and 61 on the internet-based test. For the IELTS, the minimum score accepted is an average of 5.5. For Duolingo, the minimum score is 90

**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 Students

For students 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 online processing 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 Enrollment). High school students over the age of 16 should talk to their high school counselor to confirm their eligibility.

For Dual Enrollment (Concurrent Enrollment 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
- If under age 18, this must include the approval and signature of the student's parent/guardian.

For more information and for the Dual Enrollment Application go to

<https://www.dawson.edu/future-students/dual-enrollment.html>

## High School Transcripts

High School transcripts must be submitted 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.

## 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).



## Registration and Academic Regulations

### The Registration Process

Registration is the official process of enrolling in classes and consists of the following:

- Meeting with an advisor
- Registering for classes
- Accepting charges
- 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 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.

### Student PREP

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 Student PREP 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.

### 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 Student PREP days 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 student support services.

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

### Adding Classes

Students will work with their advisor to add classes using DCC MyInfo account. Non-degree students may indicate the courses they would like to add on their paper Application for Admission for Non-Degree Students form, or they may use the online registration systems. These students are still encouraged to meet with an advisor for course planning. Dual Enrollment students will use the

Application for Dual Enrollment Students to identify the classes they would like to add.

## Changes in Registration

Students can make changes to their class 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 class schedules must 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.

## Accepting Charges

Registration is not complete until students have accepted their charges. This can be done online through the student's MyInfo account, or by filling out the Schedule Bill Acceptance Form <https://www.dawson.edu/current-students/schedule-bill-acceptance.html>. For more information contact Accounts payable (406) 377-9423 or email at [kbilbrey@dawson.edu](mailto:kbilbrey@dawson.edu).

## Placement

Degree-seeking students, as well as any student planning to enroll in Mathematics, Writing, and/or classes with placement prerequisites will be assessed for placement into the class upon matriculating at DCC. These students 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. ACT or SAT scores, high school coursework and grades, and/or college placement test scores guide placement for specific courses, as well as evaluate preparation for courses.

College placement test scores are one tool used by academic advisors to support students' success by placing them in courses that are consistent with

their skills level. Testing may be performed during Student PREP days, Orientation, or throughout the semester at DCC. Placement recommendations may also be made if the student is ready to enter higher-level coursework.

For more information about placement, contact [advising@dawson.edu](mailto:advising@dawson.edu).

## Tuition and Fees

### Residency Requirements

- **In-District students:** 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 at least one full year in the Dawson Community College District.
- **In-State/Out-of-District students:** Residents of Montana who do not qualify as "In-District Students" because they have not resided in the district for at least one consecutive year or whose parents are not real property taxpayers in the Dawson Community College District.
- **Growing Eastern Montana (GEM) students:** Residents of North Dakota, South Dakota, and Wyoming. Tuition and fees are equivalent to the In-State/out-of-district rate.
- **Out-of-State student:** Are neither Montana residents nor are their parents Montana real-property taxpayers.
- **Western Undergraduate Exchange (WUE):** 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 Marianas Islands, Federal States of Micronesia, Hawaii, Idaho, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming may enroll at Dawson Community College in any program, paying "In-State/Out-of-District Student" tuition rate 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 Exchange:** DCC offers a special tuition rate for residents of the Canadian provinces Alberta, British Columbia, Manitoba, and Saskatchewan. The student must also meet all other international student admission requirements of DCC. 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.

### **DCC Online Tuition and Fees**

DCC Online courses offered through our CCC Online 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>

### **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 VP of Academic and Student Affairs office.

### **Payment of Tuition and Fees**

All tuition and fees must be paid or accepted 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 do not pay tuition and fees during the period designated for registration, unless their late payment was the fault of Dawson Community College.

If a bank declines payment on a personal check and returns it to Dawson Community College, late payment 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.

### **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 if 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 can register, graduate, or receive transcripts.

Students who do not pay in accordance with the terms of the deferred payment contract may have their upcoming 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.

## Refunds

### Institutional Policy and Procedure

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

#### 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 and holidays. 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 that is in Banner Student Self-Service

### 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.

#### 15-Week Course

Before or during weeks 1-2 - 100%

During weeks 3-4 - 75%

During weeks 5-8 - 50%

During weeks 9-10 - 40%

During weeks 11-15 - 0%

#### 10-Week Course

Before or during week 1 - 100%

During weeks 2-3 - 75%

During weeks 4-5 - 50%

During week 6 - 40%

During weeks 7-10 - 0%

#### 6-Week Course

Before or during week 1 - 100%



During week 2 - 75%

During week 3 - 50%

During week 4 - 40%

During weeks 5 - 60%

### **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 College cancels the class.

### **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 Financial Aid Office completes the R2T4 calculation.

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 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 does not span the entire 10 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 Financial Aid Office determines the withdrawal date. The withdrawal date could be the date of withdrawal or student's last date of attendance.
- The Financial Aid Office determines the amount of Title IV aid originally awarded and whether it is "disbursed" or "could have been disbursed."
- The Business Office provides the student's 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 the student's behalf and will bill the student.
- 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 student's eligibility to receive either Federal Direct Stafford Subsidized or Unsubsidized Loan proceeds, the student 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 student's eligible to receive Federal Pell Grant proceeds, the eligible funds will be applied to the student's 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 Title IV 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.

### Free Application for Federal Student Aid (FAFSA)

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). For more information, please contact the Financial Aid office at (406) 377-9410 or email at [jbeach@dawson.edu](mailto:jbeach@dawson.edu).

### 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 [www.fafsa.ed.gov](http://www.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;
- 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 the documents have been processed;
- Have finalized their schedule bill via their "My Info" student account;
- Accepted student charges in "MyInfo";
- Accepted the 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 their 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 19 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 vary. Any prospective or currently enrolled student may obtain applications from the Financial Aid Office.

## 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, and 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.

The preceding information 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.

## 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



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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.

## Student Affairs

The division of Student Affairs exists to create and sustain an engaged, healthy and safe learning environment that promotes leadership by building a sense of community and providing support for students. Students have access to a wide range of social options and essential resources. The residential halls, food service, campus store and coffee shop are some of the resources that offer a sense of belonging. We 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.

### Campus Store

The Dawson Community College Campus Online Store serves our campus and community by providing an online retail shop to purchase DCC gear. Please visit <https://dccbucs.myspreadshop.com/> to make a custom order. Online store.

### Textbooks and Course Materials

Dawson Community College does not operate a bookstore on campus, but students have several ways to acquire and access their course textbooks, materials, and supplies.

### Cengage Unlimited

DCC has collaborated with Cengage Unlimited to provide accessible and affordable textbooks and learning materials to all students via a digital book subscription. Many of DCC's courses utilize Cengage published materials, which saves student hundreds of dollars in textbook costs. Students enrolled in a Cengage Unlimited book subscription program enjoy electronic access from any device to all, or most, of the required course materials for an

affordable price. One subscription. Once Price. Limitless learning. For more information go to [www.dawson.edu/current-students/academic-resources/cengage-unlimited.html](http://www.dawson.edu/current-students/academic-resources/cengage-unlimited.html)

### Additional Textbook Information

Not all courses utilize Cengage material, so your instructors may require you to use a textbook available from another publisher. While many students choose to order these textbooks online, some instructors make copies available on campus to purchase or borrow. These textbooks can usually be purchased or loaned from the Academic Coordinator's office. Some instructors also make course textbooks available on reserve at the library for students who may not want to purchase their own copy of a course textbook. Please see a staff member in the Jane Carey Memorial Library to access and use a reserve copy of a textbook.

### Course Supplies

Some DCC courses will require students to purchase additional supplies or kits not included in the cost of the course (Art and Chemistry courses, for example). These supplies can typically be purchased from the Academic Coordinator.

### Food Service

Dawson Community College offers a wide variety of food options, great service, and a quality dining experience to students, employees, and visitors. Students living in campus housing are required to purchase a meal plan. 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 cafeteria-style atmosphere. Each day residents choose to spend however much they wish for meals. Dawson Community College offers two meal plans to meet the varied needs of our students. Unused account balances expire at the end of each semester and do not roll over from semester to semester, from year to year, or to

another individual. For information regarding food service and catering options or prices call the Main Office at (406) 377-9400 or email

[foodservice@dawson.edu](mailto:foodservice@dawson.edu)

## Campus Housing

Our students enjoy living on-campus in apartment-style housing. Each apartment has two-bedrooms accommodating up to six students, a kitchen/dining area, living room, bathroom, and storage space. These accommodations offer a more independent living environment for 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 solving, housing 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

All 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;
- Have a particular hardship or other extenuating circumstance that compels an exemption.

Students may request an exemption, by filling out the Mandatory Housing Residency Exemption Request Form with appropriate supporting documentation. Upon completion of the form, the appealing committee, approved by the President, will review and provide a final decision. Minor children of students are prohibited from living in student housing.

Requests for housing residency exemption must be-written and accompanied by supporting documentation and submitted to the Housing Office. Students are not released from the residency requirement until they receive official notification from the Director of Housing.

Students may request an exemption by filling out the Housing Requirement Exemption Request with appropriate supporting documentation, which may be requested by contacting [housing@dawson.edu](mailto:housing@dawson.edu) or calling the Housing office at (406) 377-9445.

### 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 is partially furnished and may include: telephone, TV cable services, computer internet access, extra-length (36 x 80 inch) single/bunk beds with mattresses, window blinds, desks with chairs, wardrobes/closet space, a mirror, dining table and chairs/stools, 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

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and additional 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 communicate 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 of items to bring and what not to bring.

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 Residence Life Manual. Please make accommodations with the Housing Director to remain on campus over Thanksgiving, Christmas, and Spring break. An additional contract is available for summer housing through the Director of Housings' Office.

## Health Insurance

Health insurance is available to students through area insurance agents or may be available through parent(s) or legal guardian(s).

## 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 comfortable seating.

The Library collection supports DCC curriculum by providing access to a wide variety of information resources. The print collection includes approximately 20,000 book volumes and 35 periodicals. The electronic collection includes 58 subject-specific and interdisciplinary databases, reference resources, and eBooks. In addition, the library 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 are 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.

### Dawson Intersivity Christian Fellowship

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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 and infused with music and interaction. Dawson Intersivity Christian Fellowship is open to all students with any or no religious background.

### **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.

### **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. The purpose is to recognize and encourage scholarship among associate degree students having at least a 3.50 GPA. Phi Theta Kappa provides the intellectual climate for exchange of ideas and ideals, lively fellowship, development of leadership and stimulation of interest in continuing academic excellence. Alpha Xi Epsilon, the DCC chapter of Phi Theta Kappa, was chartered in 1988.



## Academic Affairs

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 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 Hi-Set.

#### Tutoring Services

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

#### 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 DCC 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 Indoor/Outdoor Track compete at the NJCAA Division I level. Baseball, Softball,

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Volleyball and Cross Country compete at the NJCAA Division II level. DCC is a member of Region XIII, which includes schools from Montana, North Dakota, Minnesota, Michigan and Wisconsin. They are also 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.

Under the governing body of the National Junior College Athletic Association of Esports (NJCAAe), the DCC Esports team competes against collegiate Esports programs all across the nation. Through this newly developed program, DCC hopes to compete at the national level in a number of competitive games like Call of Duty Cold War, Valorant, Rainbow 6 Siege, and many others.

The athletic programs at DCC compete for championships and pride themselves in serving the local community in a variety of ways. DCC also offers a cheerleading team, which promotes school spirit and excitement at our home athletic events. 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, their 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 VP 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, pandemics 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, nun chucks, throwing stars and other martial arts weapons, crossbows, compound bows, recurve bows, long bows, pepper spray (except for small, personal protection dispensers), BB guns, pellet guns, air soft rifle/gun, 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 their 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 Brodhead points in a designated storage space. Students who violate the provisions of this policy shall be subject to disciplinary action, up to and including expulsion.

## 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

<https://www.dawson.edu/about/campus-security.html/title/annual-campus-security-and-fire-safety-report>, through Dean of Academics.

## 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 Dean of Academics. 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.
- 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

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disability as soon as possible. The Dean of Academics will assist in this process.

- 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 contact:

- Matt Hull  
Dean of Academics/ADA Coordinator  
Dawson Community College  
300 College Drive  
Glendive, MT 59330  
Phone: (406) 377-9434  
Email: [mhull@dawson.edu](mailto:mhull@dawson.edu)  
Location: Room 111
- Montana Human Rights Commission at (406) 444-2884 or 1-800-542-0807, TTD (406) 444-0532.

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

*Title IX and its implementing regulation, at 34 C.F.R. § 106.31 (a), provide that no person shall on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by (the college).*

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.

Sexual harassment is a form of sex discrimination prohibited by Title IX. Sexual harassment is unwelcome conduct of a sexual nature. Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, including rape, sexual assault, sexual battery, sexual coercion, or other sexual misconduct.

Sexual harassment of a student can deny or limit, based on sex, the student's ability to participate in or to receive benefits, services, or opportunities in the school's program.

Any student, faculty or staff member with questions

or concerns about sex discrimination or sexual harassment or who believes that he or she has been the victim of sex discrimination or sexual harassment may contact the Title IX Coordinator/EO Officer for assistance. The Title IX Coordinator/EO Officer is available to discuss options, explain college policies and procedures, and provide education on relevant issues. Title IX complaints involving student complainants and student respondents will be referred to the Title IX Coordinator/EO Officer for investigation and shall be subject to the Student Code of Conduct. Title IX complaints can also be given online at <https://www.dawson.edu/about/title-ix.html/title/fcc-applications> . All updates to the Title IX process can be found at the same website <https://www.dawson.edu/about/title-ix.html> .

The Title IX Coordinator/EO Officer for Dawson Community College is:

Leslie Weldon  
Dawson Community College  
300 College Drive  
Glendive MT 59330  
Tel: (406) 377-9412  
E-mail: [lweldon@dawson.edu](mailto:lweldon@dawson.edu)  
Location: Room 111 Administration Building

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”.
- 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;
- The complainant and the Respondent may be of any sex and may need not be of a different sex.

**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 sex.

- Stalking or cyber stalking;
- Electronic recording or distribution without knowledge and consent of all parties involved;
- Comments or actions referring to different sexual orientation;
- 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-based harassment) can and should report the incident. Reports are made online at <https://www.dawson.edu/about/title-ix.html> or by contacting any of the following:

- Title IX Coordinator;
- An Academic Advisor;

- Team Coach;
- Residence Hall Director;
- Any employee;
- Law Enforcement (911) or (406) 377-2364

### 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, etc.) 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/EO Officer at (406) 377-9412 or report online <https://www.dawson.edu/about/title-ix.html> . Although there is no specific time limit for reporting, DCC encourages you to report to the Title IX Coordinator/EO Officer 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, request a forensic exam within 72 hours.

The Title IX Coordinator investigates each complaint to determine what occurred. DCC will take steps to provide protective measures to the complainant during 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 Respondent.

Through the reporting process, the complainant has the right to assistance or consultation by a friend or 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.

### Other possible contacts to report violations:

- An Academic Advisor
- Team Coach



- Residence Hall Director
- Any employee
- Law Enforcement (911) or (406) 377-2364

**Complaints** are defined as any informal (oral) or formal (written) allegation. Some 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;
- The school facilitates some type of mediation

At any time, the complainant or the institution may file formal charges under the school's sexual harassment procedures against the Respondent at any time.

**Individual procedure** is one option you can do as an individual. If you feel comfortable doing so, confront the Respondent 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. Compiling any sort of documentation is recommended; notify your supervisor, advisor, coach, an instructor, or the Title IX Coordinator/EO Officer 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 Coordinator/EO Officer. It simply provides an alternative method for getting sexual harassment to end, which is usually what recipients of harassment want.

Why some choose informal procedures:

- Less frightening;
- Confidentially is easier to maintain;
- Process may be educational for Respondent;
- 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 complainant;

- The parties will not be required to deal directly with one another;
- At any time, either the complainant or the Respondent may request that the informal resolution process be terminated, in which case the formal resolution process would begin.

An informal complaint may involve the complainant, the Title IX Coordinator/EO Officer, the appropriate administrator and the Respondent. The goal is to find an acceptable solution at the lowest possible management level.

**Formal procedure.** A written formal complaint filed with the Title IX Coordinator/EO Officer. The Title IX Coordinator coordinates an investigation to determine the facts of the incident. The Title IX Coordinator provides written notice of the formal complaint (charges) and the investigation concurrently to both parties. Both parties may respond in writing and through interviews to provide statements and accounts of alleged conduct. Both parties may present information & evidence, provide names of fact or expert witnesses relevant to the investigation, and submit to the investigator questions they would like asked of witnesses or parties; and the Investigator will interview available and relevant witnesses. The Investigator(s) will share a copy of all evidence obtained and a draft of the investigation report concurrently with both parties. At this time, each party reviews the report and respond to evidence and the report. A live hearing takes place before a written determination. The hearing officer is responsible for rendering a written determination of responsibility & sanctions (if applicable) based only on statements & evidence of the parties & witnesses that participated in the hearing. Either party may appeal the written determination or the College's dismissal of a formal complaint.

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, discrimination or harassment, 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/EO Officer verbally or online at <https://www.dawson.edu/about/title-ix.html>
  - Reporting is not the same as pressing charges but reporting initiates an investigation.
  - At any time, the complainant can report to the Glendive Police Department at (406) 377-2364 or crisis line at (406) 377-6074.
  - If the evidence indicates that a threat of continued violence exists, the Title IX Coordinator issues a public warning. The timely warning will be made through a variety of resources that may include but is not limited to: email, phone, mail, website, DCC's alert notification system, and local media.
2. The Title IX Coordinator advises the complainant of the options and resources available on campus or within the local community.
  3. The Title IX Coordinator coordinates the investigation to determine what occurred.
    - The college conducts 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. The college investigation 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 Dean of Students, DCC Website at <https://www.dawson.edu/about/campus-security.html/title/annual-campus-security-and-fire-safety-report>.

## Americans With Disabilities Act of 1990 and ADA Amendment Act of 2008

Dawson Community College affirms its commitment to nondiscrimination based on disability and its intention to comply with all laws prohibiting such discrimination including Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the ADA Amendments Act of 2008.

In order to ensure nondiscrimination on the basis of disability, the College will provide appropriate and reasonable accommodation for members of the public, employees and students with disabilities, as defined by these laws.

All College administrators, faculty, staff and students have a responsibility to adhere to the philosophy of equal access and opportunity which is the basis for this nondiscrimination commitment.

An individual may be required to provide relevant, written documentation in order to establish that he/she is a person with a disability and entitled to a reasonable accommodation under the law.

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The College's ADA coordinators are the Director of Human Resources and the Dean of Students.

Any employee or applicant with disabilities concerned about accessibility and/or accommodation issues should contact Human Resources, Administration Hall Room 111 or (406)377-9412.

## **Students**

Any student with disabilities concerned about accessibility and/or accommodation issues should contact the Dean of Student Success, Main Hall, Main Office, Phone (406)377-9434.

The Dean of Student Success reviews complaints by students regarding discrimination and/or harassment on the basis of physical or mental disability relating to disability accommodations in the classroom and physical access to facilities.

## Academic Policies

### Privacy and Release of Student Education Records

FERPA (Family Educational Rights and Privacy Act) was enacted in 1974. It is a set of regulations that applies to those institutions such as Dawson Community College that receive funding from the Department of Education.

FERPA was written specifically for students and guarantees them the right to inspect and review their education records, the right to seek to amend education records, and the right to have some control over the disclosure of information from those education records.

#### Notification Regarding Release of Student Directory Information

The Family Educational Rights and Privacy Act (FERPA) of 1974 (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. "Education records" are "those records, files documents, and other materials which 1) contain information directly related to a student; and 2) are maintained by an educational institution. (20 U.S.C. § 1232g(a)(4)(A); 34 CFR § 99.3). FERPA applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Generally speaking, FERPA allows DCC to disclose education records or personally identifiable information from education records in the following circumstances: with the written consent of the student, if the disclosure meets one of the statutory exemptions, or if the disclosure is directory information and the student has not placed a hold on release of directory information.

Dawson Community College defines the following information as public (directory) information:

- Student's name
- Street address
- Email address (campus email)
- Telephone number
- Dates of attendance
- Full-time/Part-time status
- Degrees and awards received
- Major field(s) of studies

- Class
- Participation in officially recognized activities and sports
- Most recent previous educational agency or institution attended by the student
- Weight and height, if student is a member of an intercollegiate athletic team
- Student photography and video images

FERPA allows DCC to release a student's directory information to anyone unless the student informs the DCC Registrar that they do not wish directory information to be released.

#### NO to Release of Directory Information

If you do not wish to authorize the release of directory information, you must inform the Registrar of this by completing a DCC Confidentiality Request form, which can be obtained from the Registrar's Office. You should allow at least three business days for processing.

#### When restricting information

Students should be aware that restricting the release of your directory information has other consequences. For instance, a FERPA restriction makes it difficult or impossible for potential employers to verify your enrollment or to verify the fact that you have earned a degree from DCC. DCC cannot notify your hometown paper about awards and honors you receive: e.g., President's Honors list, graduation list, etc. For this reason alone, many students choose to remove their FERPA restriction.

#### Change from NO to YES

At any time after restricting the release of your directory information, you may change your mind and choose to authorize DCC to release directory information. You can grant such authorization at any time by going to the Registrar's Office with a valid photo identification.

#### Notification of Students' Rights under FERPA

FERPA also affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day DCC receives a request for access.
2. The right to request the amendment of the student's education records that the student

believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. (*This process cannot be used to challenge a grade.*)

3. The right to provide written consent before DCC discloses personally identifiable information from the student's education records, except that DCC will disclose the following information without a student's consent:
  - Compliance with a lawfully issued subpoena or judicial order.
  - Requests in connection with a student's application for financial aid.
  - Information submitted to accrediting organizations.
  - To other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.
  - Requests by federal and state authorities and authorized third parties designated by federal and state authorities to evaluate a federal or state supported education program; to researchers performing certain types of studies; in connection with statewide longitudinal data systems studies and tracking.
  - In the case of emergencies, DCC may release information to appropriate persons in connection with an emergency, if the knowledge of such information is necessary to protect the health or safety of a student or other persons.
  - To the extent otherwise permitted by law, the results of a disciplinary proceeding or investigation conducted by DCC to an alleged victim of a crime.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by DCC to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901

## 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, that incorporate knowledge in each of these areas, for successful transfer and to 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 the following: 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 their duties.

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.

## **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 instructor 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 instructor may withdraw the student from the class, with concurrence of the Dean of Academics and VP 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 VP 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 instructor must assure that 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 or 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 sent to the VP 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.

## Academic Credits

### Credit Hour

DCC operates on a semester system and grants semester credit. 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. Students are encouraged to remember this and should work with their advisor to determine the appropriate credit load when enrolling in late-start or 6-week sessions.

In general, a class that meets one hour per week throughout the semester yields one semester hour of credit. Exceptions to this general rule include courses with labs; these courses are adjusted on the semester course schedules to reflect the proper meeting requirements.

### 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.

## Credit Load

Students are encouraged to enroll in at least 15 credits per semester to ensure timely progress toward their degree or certificate. However, DCC knows that students may have other commitments, responsibilities, or demands on their schedule and encourages students to consider these commitments and discuss their credit load with their advisor.

Registration in 12 or more credits per semester is considered full-time enrollment. Registration in fewer than 12 credit hours per semester is considered part-time enrollment for registration purposes.

## 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.

## 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.

## 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. These courses do not count toward your degree or total of credits need to receive a degree.

## Online Programs

DCC offers online programs 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. DCC's online delivery allows full interaction between students and instructors for the best possible learning opportunity utilizing Moodle and D2L (CCOnline) online 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

## Course Modalities

- Face to Face: Course section designed for face-to-face attendance
- Blended: Course section designed to be delivered partially online in an asynchronous format and partially through face-to-face interaction. Both online and F2F interactions are required for the course
- Video Conference: Course section designed for synchronous interactive video.
- Hyflex: Course section where students may choose to attend synchronously (face-to-face or via video conference) or in an asynchronous online environment.
- Online: Course section is 100% online and delivered asynchronously.

## 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.

### College Board Advanced Placement

**(AP):** 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.

**International Baccalaureate:** Dawson Community College recognizes IB achievement and grants college credit for each Higher-Level exam passed, provided DCC has received satisfactory scores from the International Baccalaureate Program with an examination score of four or higher.

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 International Baccalaureate is available from the Registrar's office.

General Education and course equivalency credit is granted for a maximum of 15 credits. The Registrar will provide students with an evaluation of their credits upon receipt of official scores. If you do not see a specific IB exam on our list and would like it evaluated for credit, please contact the Registrar at [Registrar@dawson.edu](mailto:Registrar@dawson.edu) or (406) 377-9404.

**Challenging Courses:** Any course is eligible to 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 the Dean of Academics. In no instance will a reduction be made in the number of credits required for any academic program. Forms are available in the Registrar's Office.

**CTE Course Waiver:** A required program (CTE Career Technical Education) course may be waived if the student has previously completed equivalent work. All waivers must be approved by the appropriate program director and the Dean of Academics. General education core requirements cannot be waived. In no instance will college credit be given for a waiver. Forms are available in the Dean of Academics 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 VP of Academic and Student Affairs. The VP 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.

## 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. Instructors may record any of their classroom lectures or presentations without permission from students present.

## 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 VP 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	4.0 (Excellent)
A –	3.7
B +	3.3
B	3.0 (Above Average)
B –	2.7
C +	2.3
C	2.0 (Average)
C –	1.7
D +	1.3
D	1.0 (Below Average)
D –	0.7 (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 semester. Grade changes are not allowed after one semester has elapsed except in unusual circumstances. Student appeals must go through the VP 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 Dean of Academics must sign this form.

In all cases, an “I” is given at the discretion of the instructor with the concurrence of the VP 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% 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 VP 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” form (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”.

## Method 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.

## 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.

Graduation Requirements:

- Accumulative G.P.A. of 2.00 is needed to graduate.
- A minimum grade of a C- is required in all Core, concentration and/or required program/certificate classes to be eligible.
- Transfer students must complete at least 20 credits from DCC.

- Remedial courses (sub 100 courses) do not count toward the credits required for a degree or certificate.
- AAS, CAS, and CTS – must complete the specified program of study.
- 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 their 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 primary instructor's approval is required

before the student is released of exam responsibility.

## Transfer of Credits

The student who wishes to transfer 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 a 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, 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.

### 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.

### 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 the 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 that campus.
- If the 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.

### 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 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.

### Common Course Numbering

All universities, colleges, and community colleges that are part of the Montana University System are now required to use the same course numbering for undergraduate courses. With common course numbering, transfer students can be reassured that they will receive credit for undergraduate courses taken at another Montana institution, as long as the admitting institution offers that same course. This transparency will make it easier for students to continue their higher education at any state-supported campus.

Effective fall semester 2009, all units of the Montana University System (MUS) began to offer classes using new subject abbreviations and new numbers that are common across all MUS units. Subject areas and numbers are continuously updated. Information regarding Common Course Numbering at DCC is available at <https://ccn.mus.edu/search/>

### 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.

### 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.

Contact:  
Virginia Boysun  
Registrar/Veteran's Coordinator  
Dawson Community College  
300 College Drive  
Glendive, MT 59330  
Phone: (406) 377-9404  
Email: [vboysun@dawson.edu](mailto:vboysun@dawson.edu)

### 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 for 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 twelve 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 Benefits and Transition Act of 2018 (Section 103)

For any students using VA Education Chapter 33 (Post 9/11 GI Bill) or Chapter 31 (Vocational Rehabilitation) Benefits, while payment to the institution is pending from the VA (up to 90 days), the school will not:

- Prevent their enrollment
- Assess a late penalty fee
- Require they secure alternative or additional funding
- Deny their access to any resources (access to classes, libraries or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

To qualify for this provision such students are required to:

- Produce a VA Certificate of Eligibility or an eBenefits GI Bill Statement of Benefits by the first day of class
- Provide the school a request to be certified
- Provide any additional information needed to properly certify the enrollment as described in the school's instructional policies.

## 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 Navy's Distinguished Service Cross, or the U.S. Air Force's Distinguished Flying Cross.

## 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 the student stops attending.

### 15-Week Course

- Before or during weeks 1-2 - 100%
- During weeks 3-4 - 75%
- During weeks 5-8 - 50%
- During weeks 9-10 - 40%
- During weeks 11-15 - 0%

### 10-Week Course

- Before or during week 1 - 100%
- During weeks 2-3 - 75%
- During weeks 4-5 - 50%
- During week 6 - 40%
- During weeks 7-10 - 0%

### 6-Week Course

- Before or during week 1 - 100%
- During week 2 - 75%
- During week 3 - 50%
- During week 4 - 40%
- During weeks 5 - 60%

## Workforce Development and Continuing Education

### Workforce Development

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

## **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.

### **Ed2Go**

Through a partnership with Ed2Go, Workforce Development offers a wide variety of continuing education courses and programs online on an ongoing basis. These courses are non-credit; renewal units available. Courses are offered in Accounting and Finance, Business, Computer Applications, Healthcare and Medical, Law and Legal, Technology, and a number of other areas. Please go to the following links for additional information:

<https://www.ed2go.com/dcc/>

<https://careertraining.ed2go.com/dcc/>

### **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.

### **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 College cancels the class.

## Academic Programs

### Campus Requirements non-core

- DCC101 Dawson College Success 1cr
- CAPP131 Basic MS Office 3cr

### 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: Mathematics
- 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 their 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

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 lifelong 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.

### Select courses from the following: (total 6 credits)

Required:

- WRIT101 College Writing I 3cr

Select one course from the following:

- CRWR240 Creative Writing Workshop 3cr
- COMX111 Intro to Public Speaking 3cr
- COMX115 Intro Interpersonal Comm 3cr
- WRIT121 Intro to Technical Writing 3cr
- WRIT122 Intro to Business Writing 3cr
- WRIT201 College Writing II 3cr

- WRIT202 College Writing III 3cr

## Core II - Fine Arts and Humanities

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 also supplement occupational programs, provide and promote lifelong learning, and achieve basic knowledge of the creative endeavors of humanity.

### 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.

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.

### Select three credits from each Category

#### Category I: Production/Performance (3 credits)

- 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
- COMX111 Intro to Public Speaking 3cr
- MUSI103 Fund of Musical Creation 3cr
- MUSI112 Choir: Dawson 1cr
- MUSI114 Band: Dawson 1cr
- MUSI135 Keyboard Skills I 1cr
- MUSI136 Keyboard Skills II 1cr
- MUSI160 Beginning Guitar 1cr
- MUSI195 Applied Music I 1cr
- MUSI207 World Music 3cr
- MUSI212 Choir II: Dawson 1cr
- MUSI214 Band: Dawson 1cr
- MUSI235 Keyboard Skills III 1cr
- MUSI236 Keyboard Skills IV 1cr
- MUSI295 Applied Music II 1cr

### 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 II: Appreciation/Theory (3 credits)

- 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
➤ HSTA101 American History I	3cr
➤ HSTA102 American History II	3cr
➤ HSTR101 Western Civilizations I	3cr
➤ HSTR102 Western Civilizations II	3cr
➤ LIT110 Introduction to Literature	3cr
➤ LIT120 Poetry	3cr
➤ LIT210 American Literature I	3cr
➤ LIT211 American Literature II	3cr
➤ LIT223 British Literature I	3cr
➤ LIT224 British Literature II	3cr
➤ LIT230 World Literature Survey	3cr
➤ LIT231 Ancient Renaissance World Lit	3cr
➤ LIT285 Mythologies	3cr
➤ LSH101 Intro to Humanities Contemp.	3cr
➤ LSH201 Intro to Humanities	3cr
➤ MUSI101 Enjoyment of Music	3cr
➤ MUSI103 Fund of Musical Creation	3cr
➤ MUSI105 Music Theory I	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
➤ SPNS101 Elementary Spanish I	3cr
➤ SPNS102 Elementary Spanish II	3cr
➤ SPNS201 Intermediate Spanish I	3cr
➤ SPNS202 Intermediate Spanish II	3cr

### Core III - Social Sciences/History

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

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

**(Total 6 credits)**

➤ AGBE210 Economics of Ag Business	3cr
➤ ANTY101 Anthro: The Human Exp	3cr
➤ ARTH200 Art of World Civilization I	3cr
➤ ARTH201 Art of World Civilization II	3cr
➤ BGEN105 Intro to Business	3cr
➤ CJUS121 Intro to Criminal Justice	3cr
➤ CMLD101 Intro to Community Leadrshp	3cr
➤ COMX115 Intro to Interpersonal Comm	3cr
➤ ECNS201 Principles Microeconomics	3cr
➤ ECNS202 Principles Macroeconomics	3cr
➤ EDEC247 Child & Adolescent Develop	4cr
➤ GPHY141 Geography World Regions	3cr
➤ HSTA101 American History I	3cr
➤ HSTA102 American History II	3cr
➤ HSTA160 Intro to American West	3cr
➤ HSTA255 Montana History	3cr
➤ HSTR101 Western Civilization I	3cr
➤ HSTR102 Western Civilization II	3cr
➤ HSTR160 Modern World History	3cr
➤ HTH110 Personal Health and Wellness	3cr
➤ NASX105 Intro Native Am Studies	3cr
➤ PSCI210 Intro American Government	3cr
➤ PSCI260 Intro State/Local Government	3cr
➤ PSYX100 Intro to Psychology	3cr
➤ PSYX230 Developmental Psychology	3cr
➤ PSYX240 Fund of Abnormal Psychology	3cr
➤ PSYX272 Educational Psychology	3cr
➤ SOCI101 Introduction to Sociology	3cr
➤ SOCI201 Social Problems	3cr
➤ SOCI206 Deviant Behavior	3cr
➤ SOCI211 Intro to Criminology	3cr



## Core IV - Natural Sciences

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:  
(Total 7 credits, one must be a lab science)**

### Courses with labs:

- BIOB101 Discover Biology 3cr
- BIOB102 Discover Biology Lab 1cr
- BIOB160 Principles of Living Systems 3cr
- BIOB161 Prin. of Living Systems Lab 1cr
- BIOB170 Prin. Biological Diversity 3cr
- BIOB171 Prin. Biological Diversity Lab 1cr
- BIOH201 Hum Anatomy/Physiology I 3cr
- BIOH202 Hum A & P I Lab 1cr
- BIOH211 Hum Anatomy/Physiology II 3cr
- BIOH212 Hum A & P II Lab 1cr
- BIOM250 Microbiology Health Science 3cr
- BIOM251 Microbiology Health Sci Lab 1cr
- CHMY121 Intro General Chemistry 3cr
- CHMY122 Intro General Chemistry Lab 1cr
- CHMY123 Intro Organic/Biochemistry 3cr
- CHMY124 Intro Organic/Biochem Lab 1cr
- CHMY141 College Chemistry I 4cr
- CHMY142 College Chemistry I Lab 1cr
- CHMY143 College Chemistry II 4cr

- CHMY144 College Chemistry II Lab 1cr
- GEO101 Intro Physical Geology 3cr
- GEO102 Intro Physical Geology 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 5cr
- PHSX123 Fund of Physics II w/Lab 5cr
- PHSX205 College Physics I 3cr
- PHSX206 College Physics I lab 1cr
- PHSX220 Physics I 3cr
- PHSX221 Physics I Lab 1cr
- PHSX222 Physics II 3cr
- PHSX223 Physics II Lab 1cr

### Courses without labs:

- ANSC100 Intro to Animal Science 3cr
- BIOB110 Plant Science 3cr
- CJUS125 Fund of Forensic Science 3cr
- ENSC105 Environmental Science 3cr
- NUTR221 Basic Human Nutrition 3cr

## Core V – Mathematics

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.

Sub-100 classes are intended to help students achieve a level of knowledge and skill that will help ensure successful performance in higher-level courses. These courses cannot be used for graduation as math 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: (total 3 credits)**

- M105 Contemporary Math 3cr
- M121 College Algebra 4cr
- M132 Numbers/Operations K-8 Tchrs 3cr
- M133 Geometry & Measure K-8 Tchrs 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

## Core VI - Multicultural/Global Perspective

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: (total 3 credits)**

- ARTH160 Global Visual Culture 3cr
- ARTH200 Art of World Civilization I 3cr
- ARTH201 Art of World Civilization II 3cr
- ANTY101 Anthro – The Human Exp 3cr
- EDU211 Multicultural Education 3cr
- EDU231 Literature & Literacy Child 3cr
- ENSC105 Environmental Science 3cr
- GPHY141 Geography World Regions 3cr
- HSTA101 American History I 3cr
- HSTA102 American History II 3cr
- HSTA160 Intro to American West 3cr
- HSTR101 Western Civilizations I 3cr
- HSTR102 Western Civilizations II 3cr
- HSTR160 Modern World History 3cr
- HSTR286 World Religions & Society 3cr
- LIT230 World Literature Survey 3cr
- LIT285 Mythologies 3cr
- MUSI101 Enjoyment of Music 3cr
- MUSI103 Fund of Musical Creation 3cr
- MUSI202 Intro to Music Literature 3cr
- MUSI203 American Popular Music 3cr
- MUSI207 World Music 3cr
- NASX105 Intro to Native Am Studies 3cr
- SOCI101 Intro to Sociology 3cr
- SOCI201 Social Problems 3cr
- SPNS101 Elementary Spanish I 4cr
- SPNS102 Elementary Spanish II 4cr
- SPNS201 Intermediate Spanish I 3cr
- SPNS202 Intermediate Spanish II 3cr

## Curriculum Transfer Plans

### Associate of Arts and Associate of Science

The Associate of Arts (AA) and Associate of Science (AS) degrees are designed for students who want to transfer to a four-year degree program.

- They contain a significant amount of general education coursework; and once the degree is awarded, students are not required to take additional general education classes at the 100- or 200- level when they transfer to another campus within the Montana Universities System.
- The completion of transfer degree satisfies both math and writing proficiency requirements needed for admission to a 4-year undergraduate program.
- These degrees typically do not include a designated or specialized field of study. In other words, student completing the degree would not receive an Associate of Science degree in Business or Computer Technology; rather, they would receive an Associate of Science degree.
- The degree includes enough free or elective credits, however, to permit students to concentrate their coursework in a particular discipline or field. Hopefully, those courses will satisfy some of the freshman and sophomore-level requirements in a four-year, bachelor's degree.
- A small number of Associate of Arts and Associate of Science degrees in the Montana University System DO include a designated field of study (Associate of Arts degree in Chemical Dependency Counseling). Students need to be aware that those specialized two-year programs do not include a significant number of general education credits and the degree will probably not satisfy the general education requirements set out in the Montana Universities System, Policy 301.10, subsection II.D.

### **AA and AS Transfer Degree Requirements:**

- 31 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;
- Minimum of 2.00 GPA;
- Minimum of 20 credits completed at DCC.

### **All AA and AS Degrees require:**

- CAPP131 Basic MS Office 3cr
- WRIT101 College Writing 3cr
- DCC101 Dawson College Success 1cr

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 AA or AS degree along with an AAS degree, the student must complete the 60-credit requirement for the transfer degree along with the AAS 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 ensure 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 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
- Early Childhood Education
- Elementary Education
- Secondary Education
- English
- History
- Music
- Music Education
- Physical Education
- Psychology
- Sociology

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

Students must complete the college general education core requirements consisting of 35 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

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 fields including but not limited to the following: graphic design, animation, game design, world building, character design, comics and sequential art, advertising, illustration, medical illustration, publishing, fine art/gallery art, art therapy, art education, set/scenic design, landscape design, interior design, museum and gallery specialties.

#### Freshman Year

##### Fall Semester – 16 credits

DCC101 Dawson College Success	1cr
CAPP131 Basic MS Office	3cr
WRIT101 College Writing I	3cr
ARTZ105 Visual Language Drawing	3cr
ARTZ106 Visual Language 2D Foundations	3cr
Core V Math/Stats	3cr

#### Freshman Year

##### Spring Semester – 15 credits

COMX111 Intro to Public Speaking	3cr
ARTZ212 Drawing Studio	3cr
ARTZ221 Painting I	3cr
ARTZ231 Ceramics	3cr
Core III Social Science/History	3cr

#### Sophomore Year

##### Fall Semester – 16 credits

Core IV Natural Science w/lab	4cr
Core III Social Science/History	3cr
ARTZ214 Illustration	3cr
ARTH200 Art of World Civilization I	3cr
ARTH251 Intro to Hist of Women in the Arts	3cr

#### Sophomore Year

##### Spring Semester – 15 credits

ARTZ108 Visual Language 3D Foundations	3cr
ARTZ222 Painting Studio	3cr
ARTH201 Art of World Civilization II	3cr
Core IV Natural Science Non-Lab	3cr
Art Elective	3cr

#### Total Credits:

**62**

Electives chosen per specific transfer school, which may include but not limited to:

- ARTH160 Global Visual Culture 3cr
- ARTZ211 Drawing I – Figure 3cr
- ARTZ224 Watercolor I 3cr



➤ ARTZ225 Watercolor Studio	3cr
➤ HSTR101 Western Civilization I	3cr
➤ HSTR102 Western Civilization II	3cr
➤ LIT110 Intro to Lit	3cr
➤ LSH101 Intro to Humanities Contemp.	3cr
➤ PSYX100 Intro to Psychology	3cr
➤ SOC1101 Intro to Sociology	3cr
➤ SPNS101 Elementary Spanish I	4cr
➤ SPNS102 Elementary Spanish II	4cr

### Communications – Curriculum Plan

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.

#### Freshman Year

##### Fall Semester – 16 credits

DCC101 Dawson College Success	1cr
CAPP131 Basic MS Office	3cr
WRIT101 College Writing I	3cr
Core II Fine Arts/Humanities	3cr
PHL110 Intro to Ethics	3cr
Electives	3cr

#### Freshman Year

##### Spring Semester – 16 credits

COMX111 Intro to Public Speaking	3cr
STAT216 Intro to Statistics	4cr
PSYX100 Intro to Psychology	3cr
Core II Fine Arts/Humanities	3cr
PHL101 Intro to Philosophy	3cr

#### Sophomore Year

##### Fall Semester – 16 credits

Core IV Natural Science w/lab	4cr
COMX115 Interpersonal Comm.	3cr
SOCI101 Intro to Sociology	3cr
PSCI210 Intro to American Government	3cr
Elective	3cr

#### Sophomore Year

##### Spring Semester – 15 credits

Core IV Natural Science Non-Lab	3cr
WRIT201 College Writing II	3cr
NASX105 Native American Studies	3cr
PSCI260 Intro to State & Local Government	3cr
Elective	3cr

**Total Credits: 63**

Electives chosen per specific transfer school, which may include but not limited to:

Education Core Requirements)	
➤ WRIT202 College Writing III	3cr

### Early Childhood Education – Curriculum Plan

#### Freshman Year

##### Fall Semester – 17 credits

DCC101 Dawson College Success	1cr
CAPP131 Basic MS Office	3cr
WRIT101 College Writing I	3cr
EDEC247 Child/Adolescent Development	4cr
Core II – ARTZ, CRWR, MUSI	3cr
Core III – History	3cr

#### Freshman Year

##### Spring Semester – 16 credits

Core V Math	3cr
EDEC230 Positive Child Guidance	3cr
COMX111 Intro to Public Speaking	3cr
EDU222 Edu Psychology & Child Dev	3cr
EDEC130 Health, Safety, Nutrition in EC	4cr

#### Sophomore Year

##### Fall Semester – 19 credits

Core IV Natural Science w/lab	4cr
Core II Fine Arts/Humanities	3cr
EDEC210 Meeting the needs of families	4cr
EDEC215 Diversity in Early Childhood Education	4cr
EDEC273 Curriculum/Environments I	4cr

#### Sophomore Year

##### Spring Semester – 17 credits

EDEC265 Leadership/Profession in EC	3cr
EDEC275 Integrated Curriculum/Environ	4cr
EDU201 Intro to Edu w/ Field Experience	4cr
SOCI101 Intro to Sociology	3cr
Core IV Natural Science non-lab	3cr

**Total Credits: 69**

Electives chosen per specific transfer school, which may include but not limited to:

ECP100 First Aid/CPR	1cr
EDSP204 Intro to Teaching Exceptnl Learnrs	3cr
EDU211 Multicultural Education	3cr
EDU220 Human Growth and Development	3cr
EDU231 Lit & Literacy for Children	3cr



EDU270 Instructional Technology	3cr
NASX105 Intro to Native American Studies	3cr
PHL110 Intro to Ethics	3cr

ARTH201 Art of World Civilization II	3cr
CHMY121/122 Intro to General Chem w/lab	4cr
HSTA255 Montana History	3cr
HSTR102 American History II	3cr
NASX105 Intro to Native American Studies	3cr
PHL101 Intro to Philosophy	3cr
THTR101 Intro to Theatre	3cr

## Elementary Education – Curriculum Plan

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.

### Freshman Year

#### Fall Semester – 15 credits

DCC101 Dawson College Success	1cr
WRIT101 College Writing I	3cr
EDU201 Intro to Education w/field exp	4cr
BIOB101/102 Discover Biology w/lab	4cr
M132 Numbers & Ops for K-8	3cr

### Freshman Year

#### Spring Semester – 16 credits

CAPP131 Basic MS Office	3cr
GEO101/102 Intro to Physical Geo w/lab	4cr
M133 Geometry & Measurements	3cr
PSYX100 Intro to Psychology	3cr
EDU231 Lit & Literacy for Children	3cr

### Sophomore Year

#### Fall Semester – 15 credits

EDU231 Multicultural Education	3cr
HSTA101 American History I	3cr
ARTZ105 Visual Language Drawing	3cr
PSCI210 Intro to American Government	3cr
M234 Higher Math for K-8	3cr

### Sophomore Year

#### Spring Semester – 15 credits

EDU222 Educational Psych & Child Dev	3cr
HTH201 Health Issues for Educators	3cr
Core II Literature course	3cr
PHL110 Intro to Ethics	3cr
Elective	3cr

**Total Credits: 61**

Electives chosen per specific transfer school, which may include but not limited to:

ARTZ106 Visual Language 2D Foundations	3cr
ARTH200 Art of World Civilization I	3cr

## English – Curriculum Plan

The curriculum provides students with a 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.

### Freshman Year

#### Fall Semester – 16 credits

DCC101 Dawson College Success	1cr
WRIT101 College Writing I	3cr
CAPP131 Basic MS Office	3cr
LIT110 Intro to Literature	3cr
Electives	6cr

### Freshman Year

#### Spring Semester – 15 credits

WRIT201 College Writing II	3cr
Core V Math or Statistics	3cr
Core III Social Science/History	3cr
LIT210 American Literature I	3cr
Electives	3cr

### Sophomore Year

#### Fall Semester – 16 credits

LIT230 World Literature Survey	3cr
Core IV Natural Science w/Lab	4cr
LSH201 Intro to Humanities	3cr
Core III Social Science/History	3cr
LIT223 British Literature I	3cr

### Sophomore Year

#### Spring Semester – 15 credits

CRWR240 Intro to Creative Writing	3cr
Core IV Natural Science Non-Lab	3cr
LIT285 Mythologies	3cr
Electives	6cr

**Total Credits: 62 credits**

Electives chosen per specific transfer school, which may include but not limited to:

➤ EDU231 Literature & Literacy Child	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
➤ SPNS101 Elementary Spanish I	4cr
➤ WRIT202 College Writing III	3cr

HSTA255 Montana History	3cr
HSTR102 Western Civilizations II	3cr
PSYX100 Intro to Psychology	3cr
Electives	3cr

**Total Credits: 63**

Electives chosen per specific transfer school, which may include but not limited to:

➤ ECNS201 Principles Microeconomics	3cr
➤ ECNS202 Principles Macroeconomics	3cr
➤ GPHY141 Geography World Regions	3cr
➤ HSTA111 American Civil Rights Mvmt.	1cr
➤ HSTA255 Montana History	3cr
➤ LSH101 Humanities Contemporary	3cr
➤ NASX105 Intro Native Am Studies	3cr
➤ PSYX100 Intro to Psychology	3cr
➤ SOCI101 Intro to Sociology	3cr
➤ SPNS101 Elementary Spanish I	4cr
➤ SPNS102 Elementary Spanish II	4cr

## History – Curriculum Plan

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.

### Freshman Year

#### Fall Semester – 17 credits

DCC101 Dawson College Success	1cr
WRIT101 College Writing I	3cr
BIOB101/102 Discover Biology w/lab	4cr
HSTA101 American History I	3cr
PSCI210 Intro to American Government	3cr
Elective	3cr

### Freshman Year

#### Spring Semester – 16 credits

M121 College Algebra	4cr
Core II Fine Arts/Humanities	3cr
HSTA102 American History II	3cr
PSCI260 State and Local Government	3cr
SOCI101 Intro to Sociology	3cr

### Sophomore Year

#### Fall Semester – 15 credits

CAPP131 Basic MS Office	3cr
COMX111 Intro to Public Speaking	3cr
PHL110 Intro to Ethics	3cr
HSTR101 Western Civilizations I	3cr
HSTA160 Intro to the American West	3cr

### Sophomore Year

#### Spring Semester – 15 credits

Core IV Natural Science Non-Lab	3cr
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## Music – Curriculum Plan

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.

### Freshman Year

#### Fall Semester – 15 credits

DCC101 Dawson College Success	1cr
WRIT101 College Writing I	3cr
MUSI105 Music Theory I	3cr
MUSI135 Keyboarding Skills I	1cr
MUSI112/114 Choir or Band	1cr
MUSI101 Enjoyment of Music	3cr
Elective	3cr

### Freshman Year

#### Spring Semester – 17 credits

CAPP131 Basic MS Office	3cr
MUSI106 Music Theory II	3cr
MUSI136 Keyboarding Skills II	1cr
MUSI112/114 Choir or Band	1cr
PSYX100 Intro to Psychology	3cr
MUSI207 World Music	3cr
Elective	3cr

### Sophomore Year

#### Fall Semester – 15 credits

Core V Math or Statistics	3cr
Core IV Natural Science w/Lab	4cr
MUSI235 Keyboarding Skills III	1cr
MUSI212/214 Choir or Band	1cr
Electives (2 courses)	6cr

### Sophomore Year

#### Spring Semester – 17 credits

COMX111 Intro to Public Speaking	3cr
Core IV Natural Science Non-Lab	3cr
Core III Social Science/History	3cr
MUSI236 Keyboarding Skills IV	1cr
MUSI212/214 Choir or Band	1cr
Electives (2 courses)	6cr

**Total Credits: 64**

Electives chosen per specific transfer school, which may include but not limited to:

➤ EDU201 Introduction to Education	4cr
➤ EDU211 Multicultural Ed	3cr
➤ EDU222 Educational Psychology	3cr
➤ MUSE220 Intro to Comp App Music Edu	2cr
➤ MUSE239 Beginning Conducting	1cr
➤ MUSI103 Fund of Musical Creation	3cr
➤ MUSI202 Intro Music Literature	3cr
➤ MUSI203 American Popular Music	3cr
➤ PSYX230 Developmental Psych	3cr

### Music Education – Curriculum Plan

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.

### Freshman Year

#### Fall Semester – 16 credits

DCC101 Dawson College Success	1cr
WRIT101 College Writing I	3cr
MUSI105 Music Theory I	3cr
MUSI135 Keyboarding Skills I	1cr
MUSI140 Aural Perception I	2cr
MUSI112/114 Choir or Band	1cr
MUSI195 Applied Music	1cr
PSYX100 Intro to Psychology	3cr

### Freshman Year

#### Spring Semester – 17 credits

CAPP131 Basic MS Office	3cr
MUSI106 Music Theory II	3cr
MUSI136 Keyboarding Skills II	1cr
MUSI141 Aural Perception II	2cr
MUSI112/114 Choir or Band	1cr
MUSI195 Applied Music	1cr
EDU222 Edu Psychology & Child Develop	3cr
MUSI207 World Music	3cr

### Sophomore Year

#### Fall Semester – 15 credits

Core V Math or Statistics	3cr
Core IV Natural Science w/Lab	4cr
MUSI205 Music Theory III	3cr
MUSI235 Keyboarding Skills III	1cr
MUSI212/214 Choir or Band	1cr
MUSI240 Aural Perception III	2cr
MUSI295 Applied Music	1cr

### Sophomore Year

#### Spring Semester – 17 credits

COMX111 Intro to Public Speaking	3cr
Core IV Natural Science Non-Lab	3cr
EDU211 Multicultural Education	3cr
MUSI206 Music Theory IV	3cr
MUSI236 Keyboarding Skills IV	1cr
MUSI241 Aural Perception IV	2cr
MUSI212/214 Choir or Band	1cr
MUSI295 Applied Music	1cr

**Total Credits: 65**

Electives chosen per specific transfer school, which may include but not limited to:

➤ EDU201 Intro to Education w/field exp	4cr
➤ EDU211 Multicultural Ed	3cr
➤ EDU222 Educational Psychology	3cr
➤ MUSE220 Intro to Comp App Music Edu	2cr
➤ MUSE239 Beginning Conducting	1cr
➤ MUSI103 Fund of Musical Creation	3cr
➤ MUSI140 Aural Perception I	2cr
➤ MUSI141 Aural Perception II	2cr
➤ MUSI195 Applied Music I	1cr
➤ MUSI202 Intro Music Literature	3cr
➤ MUSI205 Music Theory III	3cr
➤ MUSI206 Music Theory IV	3cr
➤ MUSI240 Aural Perception III	2cr
➤ MUSI241 Aural Perception IV	2cr
➤ MUSI203 American Popular Music	3cr
➤ MUSI295 Applied Music II	1cr

## Physical Education – Curriculum Plan

### Freshman Year

#### Fall Semester – 17 credits

DCC101 Dawson College Success	1cr
WRIT101 College Writing I	3cr
PSYX100 Intro to Psychology	3cr
KIN105/106 Found of Exercise Sci w/lab	4cr
COA250 Intro to Coaching	3cr
HTH110 Personal Health & Wellness	3cr

### Freshman Year

#### Spring Semester – 15 credits

M105 Contemporary Math	3cr
CRWR240 Creative Writing Workshop	3cr
COMX111 Intro to Public Speaking	3cr
NUTR221 Basic Human Nutrition	3cr
EDU222 Educational Psych & Child Devel	3cr

### Sophomore Year

#### Fall Semester – 18 credits

ARTH160 Global Visual Culture	3cr
CAPP131 Basic MS Office	3cr
BIOH201 Anatomy & Physiology I	3cr
BIOH202 Anatomy & Physiology I lab	1cr
EDU201 Intro to Education w/field exp	4cr
EDEC247 Child & Adolescent Development	4cr

### Sophomore Year

#### Spring Semester – 14 credits

BIOH211 Anatomy & Physiology II	3cr
BIOH212 Anatomy & Physiology II lab	1cr
EDU211 Multicultural Education	3cr
AHAT210 Prevention/Care Athletic Injuries	3cr
ECP100 First Aid/CPR	1cr
Elective	3cr

**Total Credits: 64**

## Psychology – Curriculum Plan

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.

### Freshman Year

#### Fall Semester – 16 credits

DCC101 Dawson College Success	1cr
WRIT101 College Writing I	3cr
PSYX100 Intro to Psychology	3cr
CAPP131 Basic MS Office	3cr
Elective	6cr

### Freshman Year

#### Spring Semester – 16 credits

PSYX230 Developmental Psychology	3cr
STAT216 Intro to Statistics	4cr
Core I Communications	3cr
Core II Fine Arts/Humanities	3cr
Elective (1 course)	3cr

### Sophomore Year

#### Fall Semester – 16 credits

SOCI101 Intro to Sociology	3cr
Core III Social Science/History	3cr
Core IV Natural Science w/Lab	4cr
Electives (2 courses)	6cr

### Sophomore Year

#### Spring Semester – 15 credits

Core IV Natural Science Non-Lab	3cr
Core II Fine Arts/Humanities	3cr
PSYX240 Abnormal Psychology	3cr
Electives (2 courses)	6cr

**Total Credits: 63**

Electives chosen per specific transfer school, which may include but not limited to:

➤ BIOB160 Principles of Living Systems	3cr
➤ BIOB161 Prin of Living Systems Lab	1cr
➤ SOCI260 Intro Juvenile Delinquency	3cr
➤ SOCI201 Social Problems	3cr
➤ SOCI206 Deviant Behavior	3cr

## Sociology – Curriculum Plan

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 occupations, including business, agricultural organizations, labor relations, industrial research, market analysis, and academic institutions. Many graduates in sociology find



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their way into the fields of social work and criminal justice.

### Freshman Year

#### Fall Semester – 17 credits

DCC101 Dawson College Success	1cr
WRIT101 College Writing I	3cr
Core IV Natural Science w/Lab	4cr
SOCI101 Intro to Sociology	3cr
SOCI211 Intro to Criminology	3cr
HSTA101 American History I	3cr

### Freshman Year

#### Spring Semester – 16 credits

STAT216 Intro to Statistics	4cr
HSTA102 American History II	3cr
Core II Fine Arts/Humanities	3cr
SOCI201 Social Problems	3cr
Elective	3cr

### Sophomore Year

#### Fall Semester – 15 credits

CAPP131 Basic MS Office	3cr
Core II Fine Arts/Humanities	3cr
SOCI260 Intro to Juvenile Delinquency	3cr
HSTR101 Western Civilizations I	3cr
ECNS201 Principles of Microeconomics	3cr

### Sophomore Year

#### Spring Semester – 15 credits

Core IV Natural Science Non-Lab	3cr
Core I Communications	3cr
HSTR102 Western Civilizations II	3cr
ENCS202 Principles of Macroeconomics	3cr
Electives	3cr

**Total Credits: 63**

Electives chosen per specific transfer school, which may include but not limited to:

➤ ANTY101 Anthro & Human Exp	3cr
➤ BIOB101 Discover Biology	3cr
➤ BIOB102 Discover Biology Lab	1cr
➤ BIOB160 Principles of Living Systems	3cr
➤ BIOB161 Princ of Living Systems Lab	1cr
➤ CJUS121 Intro to Criminal Justice	3cr
➤ GPHY111 Intro Physical Geography	3cr
➤ GPHY112 Intro Phys Geography Lab	1cr
➤ GPHY141 Geography World Regions	3cr
➤ ENSC105 Environmental Science	3cr
➤ M105 Contemporary Math	3cr
➤ M121 College Algebra	4cr
➤ NASX105 Intro to Native Am Studies	3cr

➤ PHL101 Intro to Philosophy	3cr
➤ PHL110 Introduction to Ethics	3cr
➤ PSCI210 Intro American Government	3cr
➤ PSYX100 Intro to Psychology	3cr
➤ SOCI206 Deviant Behavior	3cr

## Associate of Arts Chemical Dependency Counseling Degree Pathway

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

Montana 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.

### Freshman Year



**Fall Semester – 17 credits**

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

**Freshman Year**

**Spring Semester – 15 credits**

CAS231 Pharmacology in Addictions	2cr
CAS252 Gambling/Gaming Disorders	2cr
CAS262 Addiction Treatment & Document	2cr
Core II Fine Arts/Humanities	3cr
Core I Communications	3cr
Core V Math	3cr

**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 III Social Science/History	3cr
Core VI Multicultural	3cr

**Sophomore Year**

**Spring Semester – 13 credits**

CAS254 Co-Occurring Disorders	2cr
CAS268 Alcohol/Drug Studies	2cr
Core II Fine Arts/Humanities	3cr
Core IV Natural Science Non-Lab	3cr
Elective	3cr

**Total Credits: 60**

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**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
- Animal Science
- Biology
- Business Administration
- Chemistry
- Criminal Justice
- Exercise Science

- Pre-Pharmacy
- Pre-Nursing

**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**

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.

**Freshman Year**

**Fall Semester – 17 credits**

DCC101 Dawson College Success	1cr
WRIT101 College Writing I	3cr
ACTG201 Principles Financial Accounting	3cr
CAPP131 Basic MS Office	3cr
M121 College Algebra	4cr
BGEN105 Intro to Business	3cr

**Freshman Year**

**Spring Semester – 15 credits**

ACTG202 Prin of Managerial Accounting	3cr
COMX111 Intro to Public Speaking	3cr
CAPP156 MS Excel	3cr
Core II Fine Arts/Humanities	3cr
Core III Social Science/History	3cr

**Sophomore Year**

**Fall Semester – 16 credits**

ECNS201 Principles of Microeconomics	3cr
Core VI Multicultural	3cr
Core IV Natural Science w/Lab	4cr
Core II Fine Arts/Humanities	3cr
Elective	3cr

**Sophomore Year**

**Spring Semester – 16 credits**

ECNS202 Principles of Macroeconomics	3cr
WRIT122 Intro to Business Writing	3cr
STAT216 Intro to Statistics	4cr
Core IV Natural Science non-lab	3cr
Elective	3cr

**Total Credits: 64**

Electives chosen per specific transfer school, which may include but not limited to:

- ACTG205 Computerized Accounting 3cr
- ACTG272 Princ of Financial Accountg II 3cr
- PSYX100 Intro to Psychology 3cr
- SOCI101 Intro to Sociology 3cr
- WRIT201 College Writing II 3cr

**Agriculture – Curriculum Plan**

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.

**Freshman Year**

**Fall Semester – 15 credits**

DCC101 Dawson College Success	1cr
ANSC100 Intro to Animal Science	3cr
COMX115 Interpersonal Communications	3cr
BIOB160 Principles of Living Systems	3cr
BIOB161 Principles of Living Systems Lab	1cr
NRSM101 Natural Resource Conservation	3cr
NRSM102 MT Range Plants Lab	1cr

**Freshman Year**

**Spring Semester – 17 credits**

M121 College Algebra	4cr
CAPP131 Basic MS Office	3cr
WRIT101 College Writing I	3cr
BIOB170 Principles of Biological Diversity	3cr
BIOB170 Prin of Biological Diversity Lab	1cr

ECNS202 Principles of Macroeconomics	3cr
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**Sophomore Year**

**Fall Semester – 16 credits**

Core II Fine Arts/Humanities	3cr
Core VI Multicultural	3cr
ANSC222 Livestock in Sustainable Systms	3cr
CHMY121/122 Intro to General Chem w/lab	4cr
AGBE105 Ag Marketing	3cr

**Sophomore Year**

**Spring Semester – 16 credits**

AGSC260 Ag Fundamentals	4cr
AGBE278 Ag Business Planning	3cr
ABGE210 Economics of Ag Business	3cr
Core II Fine Arts/Humanities	3cr
ANSC202 Livestock Feeding & Nutrition	3cr

**Total Credits: 64**

Electives chosen per specific transfer school, which may include but not limited to:

- ACTG201 Prin of Financial Accounting 3cr
- ANSC265 A & P of Dom Animals 3cr
- ANSC266 A&P of Dom Animals Lab 1cr
- BIOB110 Plant Science 3cr
- ECNS201 Principles Microeconomics 3cr
- M105 Contemporary Math 3cr
- SOCI101 Introduction to Sociology 3cr
- STAT216 Introduction to Statistics 4cr

**Allied Health – Curriculum Plan**

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.

**Freshman Year**

**Fall Semester – 17 credits**

DCC101 Dawson College Success	1cr
WRIT101 College Writing I	3cr
BIOB160 Principles of Living Systems	3cr
BIOB161 Prin of Living Systems w/Lab	1cr
PHL110 Intro to Ethics	3cr

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PSYX100 Intro to Psychology 3cr

CAPP131 Basic MS Office 3cr

### Freshman Year

#### Spring Semester – 16 credits

M121 College Algebra 4cr

COMX111 Intro to Public Speaking 3cr

SOCI101 Intro to Sociology 3cr

Core II Fine Arts/Humanities 3cr

WRIT201 College Writing II 3cr

### Sophomore Year

#### Fall Semester – 16 credits

BIOH201 Human A&P I 3cr

BIOH202 Human A&P I Lab 1cr

STAT216 Intro to Statistics 4cr

CHMY141 College Chemistry I 4cr

CHMY142 College Chemistry I Lab 1cr

Core III Social Science/History 3cr

### Sophomore Year

#### Spring Semester – 15 credits

BIOH211 Human A&P II

3cr

BIOH212 Human A&P II Lab 1cr

CHMY143 College Chemistry II 4cr

CHMY144 College Chemistry II Lab 1cr

Core VI Multicultural 3cr

Electives 3cr

**Total Credits: 64**

Electives chosen per specific transfer school, which may include but not limited to:

➤ BIOM250 Microbiology Health Sci 3cr

➤ BIOM251 Microbiological Health Sci Lab 1cr

➤ CHMY121 Intro General Chemistry 3cr

➤ CHMY122 Intro General Chemistry Lab 1cr

➤ CHMY123 Intro Organic & Biochemistry 3cr

➤ CHMY124 Intro Organic Biochem Lab 1cr

➤ ECP100 CPR/First Aid 1cr

➤ KIN105 Foundations of Exercise Sci 3cr

➤ KIN106 Foundations of Exercise Sci lab 1cr

➤ PSYX230 Developmental Psychology 3cr

➤ WRIT201 Composition II 3cr

## Animal Science – Curriculum Plan

The primary purpose of this concentration is to prepare students to transfer into a Baccalaureate degree for highly technical careers in genetics, nutrition, health, reproduction, and food processing.

Other options for this concentration include a wide variety of professional careers available to the animal scientist in vocations such as farm and livestock management, Agricultural Extension Service, livestock procurement, federal meat grading, federal and state livestock and meat inspection, and market news reporting.

### Freshman Year

#### Fall Semester – 15 credits

DCC101 Dawson College Success 1cr

ANSC100 Intro to Animal Science 3cr

BIOB160 Principles of Living Systems 3cr

BIOB161 Principles of Living Systems Lab 1cr

CAPP131 Basic MS Office 3cr

M121 College Algebra 4cr

### Freshman Year

#### Spring Semester – 17 credits

WRIT101 College Writing I 3cr

BIOB170 Principles of Biological Diversity 3cr

BIOB170 Prin of Biological Diversity Lab 1cr

Core II Fine Arts/Humanities 3cr

Core III Social Science/History 3cr

ANSC202 Livestock Feed/Nutri w/Lab 4cr

### Sophomore Year

#### Fall Semester – 16 credits

AGBE105 Ag Marketing 3cr

Core VI Multicultural 3cr

ANSC222 Livestock in Sustainable Sys 3cr

ANSC108 Livestock Evaluation 2cr

ANSC109 Livestock Evaluation Lab 1cr

NRSM101 Natural Resource Conservation 3cr

NRSM102 MT Range Plants Lab 1cr

### Sophomore Year

#### Spring Semester – 16 credits

AGSC260 Ag Fundamentals 4cr

ANSC265 A&P Domestic Animals 3cr

ANSC266 A&P Domestic Animals Lab 1cr

Core II Fine Arts/Humanities 3cr

COMX111 Intro to Public Speaking 3cr

AGBE210 Economics of Ag Business 3cr

**Total Credits: 65**

Electives chosen per specific transfer school, which may include but not limited to:

➤ ACTG201 Prin of Financial Accounting 3cr

➤ BIOB110 Plant Science 3cr

➤ CHMY121 Intro General Chemistry 3cr

➤ CHMY122 Intro General Chemistry Lab 1cr

➤ ECNS201 Principles Microeconomics	3cr
➤ ECNS202 Principles Macroeconomics	3cr
➤ M105 Contemporary Math	3cr
➤ SOCI101 Introduction to Sociology	3cr
➤ STAT216 Introduction to Statistics	4cr

BIOM250 Microbiology	3cr
BIOM251 Microbiology Lab	1cr
ENSC105 Environmental Science	3cr
STAT216 Intro to Statistics	4cr
COMX111 Intro to Public Speaking	3cr

## Biology – Curriculum Plan

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.

### Freshman Year

#### Fall Semester – 18 credits

DCC101 Dawson College Success	1cr
WRIT101 College Writing I	3cr
BIOB160 Principles of Living Systems	3cr
BIOB161 Princ of Living Systems w/Lab	1cr
PHL110 Intro to Ethics	3cr
CAPP131 Basic MS Office	3cr
M121 College Algebra	4cr

### Freshman Year

#### Spring Semester – 15 credits

BIOB170 Principles of Biological Diversity	3cr
BIOB171 Princ of Biological Diversity Lab	1cr
M171 Calculus I	5cr
WRIT201 College Writing II	3cr
SOCI101 Intro to Sociology	3cr

### Sophomore Year

#### Fall Semester – 16 credits

Core II Fine Arts/Humanities	3cr
PSYX100 Intro to Psychology	3cr
CHMY121 Intro to Gen Chemistry	3cr
CHMY122 Intro to Gen Chemistry Lab	1cr
Core VI Multicultural	3cr
AHMS144 Medical Terminology	3cr

### Sophomore Year

#### Spring Semester – 14 credits

### Total Credits:

**62**

Electives chosen per specific transfer school, which may include but not limited to:

➤ BIOH201 Human A&P I	3cr
➤ BIOH202 Human A&P I w/Lab	1cr
➤ BIOH211 Human A&P II	3cr
➤ BIOH212 Human A&P II w/Lab	1cr
➤ CHMY123 Intro Organic & Biochemistry	3cr
➤ CHMY124 Intro Organic Biochem Lab	1cr
➤ ANSC265 A&P Domestic Animals	3cr
➤ ANSC266 A&P Domestic Animals Lab	1cr
➤ M151 Pre-calculus	4cr
➤ M172 Calculus II	5cr
➤ NRSM101 Natural Resource Conserv	3cr
➤ NRMS102 MT Range Plants Lab	1cr

## Business Administration – Curriculum Plan

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.

### Freshman Year

#### Fall Semester – 16 credits

DCC101 Dawson College Success	1cr
WRIT101 College Writing I	3cr
ACTG201 Principles Financial Accounting	3cr
CAPP131 Basic MS Office	3cr
Core V Math/Statistics	3cr
BMKT225 Marketing	3cr

### Freshman Year

#### Spring Semester – 15 credits

ACTG202 Principles of Managerial Actg	3cr
BGEN235 Business Law I	3cr
Core I Communications	3cr
Core II Fine Arts/Humanities	3cr
Core III Social Science/History	3cr

### Sophomore Year



**Fall Semester – 16 credits**

ECNS201 Principles of Microeconomics	3cr
Core VI Multicultural	3cr
Core IV Natural Science w/Lab	4cr
Core II Fine Arts/Humanities	3cr
BMGT237 Human Relations in Business	3cr

**Sophomore Year****Spring Semester – 16 credits**

ECNS202 Principles of Macroeconomics	3cr
WRIT122 Into to Business Writing	3cr
STAT216 Intro to Statistics	4cr
Core IV Natural Science non-Lab	3cr
BMGT215 Human Resource Management	3cr

**Total Credits: 63**

Electives chosen per specific transfer school, which may include but not limited to:

➤ ACTG205 Computerized Accounting	3cr
➤ ACTG272 Princ of Financial Accounting	3cr
➤ M121 College Algebra	4cr
➤ M171 Calculus I	5cr
➤ PSYX100 Intro to Psychology	3cr
➤ SOCI101 Introduction to Sociology	3cr
➤ WRIT201 College Writing II	3cr

**Chemistry – Curriculum Plan**

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).

**Freshman Year****Fall Semester – 17 credits**

DCC101 Dawson College Success	1cr
WRIT101 College Writing I	3cr
CHMY141 College Chem I	4cr
CHMY141 College Chem I Lab	1cr
M171 Calculus I	5cr
PSYX100 Intro to Psychology	3cr

**Freshman Year****Spring Semester –16 credits**

CHMY143 College Chem II	4cr
CHMY144 College Chem II Lab	1cr
M172 Calculus II	5cr
CAPP131 Basic MS Office	3cr

SOCI101 Intro to Sociology	3cr
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**Sophomore Year****Fall Semester – 15 credits**

PHSX220 Physics I	3cr
PHSX221 Physics I Lab	1cr
Core II Fine Arts/Humanities	3cr
M273 Multivariable Calculus	4cr
BIOB160 Principles of Living Systems	3cr
BIOB161 Principles of Living Systems Lab	1cr

**Sophomore Year****Spring Semester – 17 credits**

PHSX222 Physics II	3cr
PHSX223 Physics II Lab	1cr
Core II Fine Arts/Humanities	3cr
Core VI Multicultural	3cr
STAT216 Intro to Statistics	4cr
COMX111 Intro to Public Speaking	3cr

**Total Credits: 65**

Electives chosen per specific transfer school, which may include but not limited to:

➤ M151 Pre-calculus	4cr
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**Criminal Justice – Curriculum Plan**

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.

**Freshman Year****Fall Semester – 16 credits**

DCC101 Dawson College Success	1cr
WRIT101 College Writing I	3cr
PSCI210 Intro to American Government	3cr
CJUS112 Intro to Criminal Justice	3cr
CAPP131 Basic MS Office	3cr
SOCI211 Intro to Criminology	3cr

**Freshman Year****Spring Semester –16 credits**

Core V Math/Statistics	3cr
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SOCI101 Intro to Sociology	3cr
PSCI260 Intro to State/Local Government	3cr
CJUS125 Intro to Forensic Science	3cr
Core I Communications	3cr

### Sophomore Year

#### Fall Semester – 16 credits

SOCI260 Intro to Juvenile Delinquency	3cr
PHL110 Intro to Ethics	3cr
CJUS220 Intro to Corrections	3cr
Core IV Natural Science w/Lab	4cr
CJUS200 Principles of Criminal Law	3cr

### Sophomore Year

#### Spring Semester – 15 credits

SOCI201 Social Problems	3cr
SOCI206 Deviant Behavior	3cr
PSYX100 Intro to Psychology	3cr
Core II Fine Arts	3cr
Elective	3cr

**Total Credits: 62**

Electives chosen per specific transfer school, which may include but not limited to:

➤ CJLE209 Criminal Investigation	3cr
➤ CJUS231 Criminal Evidence	3cr
➤ Literature courses	3cr
➤ History courses	3cr
➤ SPNS101 Elementary Spanish I	4cr
➤ STAT216 Introduction Statistics	4cr

### Exercise Science – Curriculum Plan

A concentration in exercise science focuses on the study of how physical movement affects the body and can include the impacts of diet and nutrition on overall physical health.

### Freshman Year

#### Fall Semester – 17 credits

DCC101 Dawson College Success	1cr
WRIT101 College Writing I	3cr
CHMY121 Intro to General Chemistry	3cr
CHMY122 Intro to General Chemistry Lab	1cr
M151 Pre-calculus	4cr
BIOB160 Principles of Living Systems	3cr
BIOB161 Principles of Living Systems Lab	1cr

### Freshman Year

#### Spring Semester – 18 credits

CHMY123 Intro to Organic & Biochemistry	4cr
CHMY124 Intro to Organic & Biochem Lab	1cr

M171 Calculus I	5cr
COMX111 Intro to Public Speaking	3cr
CAPP131 Basic MS Office	3cr
PSYX100 Intro to Psychology	3cr

### Sophomore Year

#### Fall Semester – 19 credits

BIOH201 Human A&P I	3cr
BIOH202 Human A&P I Lab	1cr
CHMY141 College Chemistry I	4cr
CHMY142 College Chemistry I Lab	1cr
KIN105 Fund of Exercise Science	3cr
KIN106 Fund of Exercise Science Lab	1cr
ECNS201 Principles of Microeconomics	3cr
Core II Fine Arts/Humanities	3cr

### Sophomore Year

#### Spring Semester – 16 credits

BIOH211 Human Anatomy & Physiology II	3cr
BIOH212 Anatomy & Physiology II Lab	1cr
AHAT210 Prevention/Care Athletic Injuries	3cr
Core II Fine Arts/Humanities	3cr
Core VI Multicultural	3cr
PSYX230 Developmental Psychology	3cr

**Total Credits: 70**

Electives chosen per specific transfer school, which may include but not limited to:

➤ AHMS144 Medical Terminology	3cr
➤ ECNS202 Princ of Macroeconomics	3cr
➤ NUTR221 Basic Human Nutrition	3cr
➤ PHSX121 Fundamentals of Physics I	5cr
➤ PHSX123 Fundamentals of Physics II	5cr
➤ STAT216 Intro to Statistics	4cr
➤ SOCI101 Intro to Sociology	3cr
➤ WRIT201 College Writing II	3cr

### Pre-Nursing – Curriculum Plan

A pre-nursing concentration allows students to experience the nursing field before fully committing to a four-year degree.

Typical courses a pre-nursing student will study include microbiology, statistics, developmental psychology, and anatomy and physiology.

### Freshman Year

#### Fall Semester – 15 credits

DCC101 Dawson College Success	1cr
WRIT101 College Writing I	3cr
CHMY121 Intro to General Chemistry	3cr

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CHMY122 Intro to General Chemistry Lab	1cr
M121 College Algebra	4cr
CAPP131 Basic MS Office	3cr

### Freshman Year

#### Spring Semester –17 credits

BIOM250 Microbiology for Health Science	3cr
BIOM250 Microbiology for Health Sci Lab	1cr
PSYX230 Developmental Psychology	3cr
COMX111 Intro to Public Speaking	3cr
STAT216 Intro to Statistics	4cr
PHL110 Intro to Ethics	3cr

### Sophomore Year

#### Fall Semester – 16 credits

BIOH201 Human Anatomy & Physiology I	3cr
BIOH202 Anatomy & Physiology I Lab	1cr
PSYX100 Intro to Psychology	3cr
Core II Fine Arts/Humanities	3cr
NASX105 Native American Studies	3cr
Elective	3cr

### Sophomore Year

#### Spring Semester – 14 credits

BIOH211 Human Anatomy & Physiology II	3cr
BIOH212 Anatomy & Physiology II Lab	1cr
CHMY123 Intro to Organic & Biochemistry	3cr
CHMY124 Intro to Organic & Biochem Lab	1cr
SOCI101 Intro to Sociology	3cr
NUTR221 Basic Human Nutrition	3cr

**Total Credits: 62**

## Pre-Pharmacy – Curriculum Plan

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.

### Freshman Year

#### Fall Semester – 17 credits

DCC101 Dawson College Success	1cr
WRIT101 College Writing I	3cr
BIOB160 Principles of Living Systems	3cr
BIOB161 Principles of Living Systems Lab	1cr
PHL110 Intro to Ethics	3cr
PSYX100 Intro to Psychology	3cr
CAPP131 Basic MS Office	3cr

### Freshman Year

#### Spring Semester –16 credits

M121 College Algebra	4cr
COMX111 Intro to Public Speaking	3cr
WRIT201 College Writing II	3cr
SOCI101 Intro to Sociology	3cr
Core II Fine Arts	3cr

### Sophomore Year

#### Fall Semester – 17 credits

BIOH201 Human Anatomy & Physiology I	3cr
BIOH202 Anatomy & Physiology I Lab	1cr
M171 Calculus I	5cr
CHMY141 College Chemistry I	4cr
CHMY142 College Chemistry I Lab	1cr
Core VI Multicultural	3cr

### Sophomore Year

#### Spring Semester – 16 credits

BIOH211 Human Anatomy & Physiology II	3cr
BIOH212 Anatomy & Physiology II Lab	1cr
CHMY143 College Chemistry II	4cr
CHMY144 College Chemistry II Lab	1cr
ECNS202 Microeconomics	3cr
STAT216 Intro to Statistics	4cr

**Total Credits: 66**

Electives chosen per specific transfer school, which may include but not limited to:

- ECNS201 Principles Macroeconomics 3cr
- PHSX220 Physics I (w/Calculus) 3cr
- PHSX221 Physics I Lab 1cr
- PHSX222 Physics II 3cr
- PHSX223 Physics II Lab 1cr
- SOCI201 Social Problems 3cr

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## 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. Not Financial Aid eligible.

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 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
- Successful completion of DCC101 Dawson College Success
- Successful completion of CAPP131 Basic MS Office
- Successful completion of course in Computation
- Successful completion of course in Communications
- Successful completion of course in Human Relations
- 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 Requirements:

- Completion of the coursework that is outlined in the Plan of Study
- Earning a minimum 2.00 cumulative grade point average from DCC
- Successful completion of DCC101 Dawson College Success
- Successful completion of CAPP131 Basic MS Office
- Successful completion of course in Computation
- Successful completion of course in Communications
- Successful completion of course in Human Relations
- Successful completion of at least 30 credit hours in courses numbered 100 or above

## CTS Specific Requirements:

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

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## CAS - Livestock Technology

This program prepares a person 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 successful 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.

### Freshman Year

#### Fall Semester – 16 Credits

DCC101 Dawson College Success	1cr
ANSC100 Intro to Animal Science	3cr
BIOB101 Discover Biology	3cr
BIOB102 Discover Biology Lab	1cr
NRSM101 Natural Resource Conservation	3cr
NRSM102 MT Range Plants Lab	1cr
ANSC108 Livestock Evaluation	2cr
ANSC109 Livestock Evaluation Lab	1cr
ANSC234 Livestock Management Beef I	1cr

### Freshman Year

#### Spring Semester – 17 Credits

ANSC202 Livestock Feeding & Nutrition	4cr
ANSC215 Calving Management	3cr
AGSC260 Ag Fundamentals	4cr
MATH Math or Stats Course see below	3cr
COMM Communications Course see below	3cr

### Communications

- COMX111 Intro to Public Speaking
- COMX115 Interpersonal Communications
- WRIT101 College Writing

### Math

- M105 Contemporary Math
- M111 Technical Math
- M121 College Algebra
- STAT216 Intro to statistics

### Human Relations

- BGMT 237 Human Relations in Business
- PSYX100 Intro to Psychology
- SOCI101 Intro to Sociology

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## AAS - Animal Science: Livestock Production Management

The Animal Science program 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.

Upon successful completion of this program, 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.

Summer Internship is recommended and strongly encouraged but not required.

### Freshman Year

#### Fall Semester – 16 Credits

DCC101 Dawson College Success	1cr
ANSC100 Intro to Animal Science	3cr
BIOB101 Discover Biology	3cr
BIOB102 Discover Biology Lab	1cr
NRSM101 Natural Resource Conservation	3cr
NRSM102 MT Range Plants Lab	1cr
ANSC108 Livestock Evaluation	2cr
ANSC109 Livestock Evaluation Lab	1cr
ANSC234 Livestock Management Beef I	1cr

### Freshman Year

#### Spring Semester – 17 Credits



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ANSC202 Livestock Feeding & Nutrition	4cr
ANSC215 Calving Management	3cr
AGSC260 Ag Fundamentals	4cr
MATH Math or Stats Course see below	3cr
COMM Communications Course see below	3cr

### **Sophomore Year**

#### **Fall Semester 18 Credits**

ANSC222 Livestock in Sustainable Sys	3cr
ANSC262 Range Livestock Production	3cr
ANSC240 Animal Reproduction	3cr
ABGE105 Ag Marketing	3cr
CAPP131 Basis MS Office	3cr
ACTG Accounting Course see below	3cr

### **Sophomore Year**

#### **Spring Semester 16 Credits**

AGBE210 Economics of Ag Business	3cr
ANSC299 Ag Capstone	3cr
HR Human Resource Course see below	3cr
AGBE278 Agri Business Planning	3cr
ANSC265 A&P of Domestic Animals	3cr
ANSC266 A&P of Domestic Animals Lab	1cr

### **Communications**

- COMX111 Intro to Public Speaking
- COMX115 Interpersonal Communications
- WRIT101 College Writing

### **Math**

- M105 Contemporary Math
- M111 Technical Math
- M121 College Algebra
- STAT216 Intro to statistics

### **Human Relations**

- BGMT 237 Human Relations in Business
- PSYX100 Intro to Psychology
- SOCI101 Intro to Sociology

### **Accounting**

- ACTG101 Accounting Procedures I
- ACTG201 Principles of Financial Actg
- ACTG205 Computerized Accounting

## **AAS - Animal Science: Livestock Production Management - 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 AAS 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 well-rounded individual with 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.

Upon successful completion of this program, students will:

- 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.



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

### Freshman Year

#### Fall Semester – 15 Credits

DCC101 Dawson College Success	1cr
ANSC100 Intro to Animal Science	3cr
BIOB101 Discover Biology	3cr
BIOB102 Discover Biology Lab	1cr
EQUH110 Western Equitation	3cr
NRSM101 Natural Resource Conservation	3cr
NRSM102 MT Range Plants Lab	1cr

### Freshman Year

#### Spring Semester – 16 Credits

ANSC202 Livestock Feeding & Nutrition	4cr
AGBE210 Economics of Ag Business	3cr
EQUH201 Intermediate Western Equitation	3cr
MATH Math or Stats Course see below	3cr
COMM Communications Course see below	3cr

### Sophomore Year

#### Fall Semester 17 Credits

ANSC108 Livestock Evaluation	2cr
ANSC109 Livestock Evaluation Lab	1cr
ANSC240 Animal Reproduction	4cr
EQUH253 Starting Colts	2cr
EQUH253 Starting Colts	2cr
EQUH253 Starting Colts	2cr
EQUH253 Starting Colts	2cr
EQUH253 Starting Colts	2cr
ABGE105 Ag Marketing	3cr
ACTG Accounting Course see below	3cr

### Sophomore Year

#### Spring Semester 16 Credits

ANSC265 A&P of Domestic Animals	3cr
ANSC266 A&P of Domestic Animals Lab	1cr
ANSC299 Ag Capstone	3cr
HR Human Relations course see below	3cr
CAPP131 Basic MS Office	3cr
AGBE278 Agri Business Planning	3cr
EQUH256 Developing the Young Horse	2cr

### Communications

- COMX111 Intro to Public Speaking
- COMX115 Interpersonal Communications
- WRIT101 College Writing

### Math

- M105 Contemporary Math

- M111 Technical Math
- M121 College Algebra
- STAT216 Intro to statistics

### Human Relations

- BGMT 237 Human Relations in Business
- PSYX100 Intro to Psychology
- SOCI101 Intro to Sociology

### Accounting

- ACTG101 Accounting Procedures I
- ACTG201 Principles of Financial Actg
- ACTG205 Computerized Accounting

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## 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.

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.

### Freshman Year

#### Fall Semester – 16 credits

ACTG201 Principles of Financial Actg	3cr
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DCC101 Dawson College Success	1cr
CAPP131 Basic MS Office	3cr
BGEN105 Intro to Business	3cr
MATH	3cr
ELECTIVE	3cr

### Freshman Year

#### Spring Semester – 18 credits

ACTG202 Principles of Managerial Actg	3cr
BGEN235 Business Law I	3cr
COMX111 Intro to Public Speaking	3cr
WRIT101 College Writing I	3cr
CAPP156 MS Excel	3cr
ELECTIVE	3cr

### Sophomore Year

#### Fall Semester – 15 credits

ECNS201 Principles of Microeconomics	3cr
BMGT237 Human Relations in Business	3cr
ACTG205 Computerized Accounting	3cr
BMKT225 Marketing	3cr
ELECTIVE	3cr

### Sophomore Year

#### Spring Semester – 15 credits

ECNS202 Principles of Macroeconomics	3cr
WRIT122 Intro to Business Writing	3cr
BMGT210 Small Bus Entrepreneurship	3cr
BMGT215 Human Resource Management	3cr
Elective	3cr

### Math

- M105 Contemporary Math
- M121 College Algebra
- STAT216 Intro to statistics

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## CAS - 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 application opportunities to better manage people and lead their organizations to greater success.

Upon successful 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.

### Freshman Year

#### Fall Semester – 16 credits

DCC101 Dawson College Success	1cr
BGEN105 Intro to Business	3cr
BMGT210 Sm Bus Entrepreneurship	3cr
BMGT237 Human Relations in Business	3cr
BMGT225 Employee Staff/Selection Bus	3cr
BMGT227 Admin Compensation/Benefits	3cr
WRIT122 Intro Business Writing	3cr

### Freshman Year

#### Spring Semester – 15 credits

BMGT215 Human Resource Management	3cr
BMGT226 Employee Management/Success	3cr
BMGT228 Ethical/Social/Legal Iss for HR	3cr
CAPP131 Basic MS Office	3cr
MATH – M105 or higher	3cr

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## 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 application opportunities to better manage people and lead their organizations to greater success.

Upon successful 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.

### Freshman Year

#### Fall Semester – 16 credits

DCC101 Dawson College Success	1cr
BGEN105 Intro to Business <b>or</b>	3cr
BMGT210 Sm Bus Entrepreneurship	3cr
BMGT237 Human Relations in Business	3cr
BMGT225 Employee Staff/Selection Bus	3cr
BMGT227 Admin Compensation/Benefits	3cr
WRIT122 Intro Business Writing	3cr

### Freshman Year

#### Spring Semester – 15 credits

BMGT215 Human Resource Management	3cr
BMGT226 Employee Mangmt/Success	3cr
BMGT228 Ethical/Social/Legal Iss for HR	3cr
CAPP131 Basic MS Office	3cr
MATH – M105 or higher	3cr

### Sophomore Year

#### Fall Semester – 15 credits

ACTG101 Accounting Procedures	3cr
COMX111 Intro to Public Speaking	3cr
PHL110 Intro to Ethics	3cr
BGEN235 Business Law	3cr
ECNS201 Microeconomics	3cr

### Sophomore Year

#### Spring Semester – 15 credits

BMGT290 Practicum in ROEM	3cr
SOCI101 Intro to Sociology	3cr
ECNS202 Macroeconomics	3cr
Elective – Business or Accounting	6cr

## CTS - Tier I-IV Corrosion Technology

Corrosion Technology Tiers must be completed in order, i.e., Tier II cannot be completed without completion of Tier I, etc.

### Tier I

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

CORR101 Safety	1cr
CORR102 Intro to Corrosion	3cr
CORR103 DC Circuits	3cr
CORR104 Coatings & Linings	3cr

### Tier II

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

CORR105 Electricity, Electrical Reactions	3cr
CORR106 Cathodic Protection	4cr
CORR107 Corrosion Technology	4cr

### Tier III

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.\*

CORR208 Rectifiers	3cr
CORR209 Internal Corrosion Control	4cr
CORR214 Atmospheric Corrosion	3cr
CORR298 Internship <b>or</b>	3cr
CORR292 Independent Study	3cr

### Tier IV

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.

CORR210 Diagrams, Schematics, GIS	4cr
CORR213 Metallurgy and Corrosion	3cr
CORR215 Field Surveys	4cr
CORR216 Capstone Project	4cr

## 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.

### Freshman Year

#### Fall Semester – 17 credits

DCC101 Dawson College Success	1cr
CORR101 Safety	1cr
CORR102 Intro to Corrosion	3cr
CORR103 DC Circuits	3cr
CORR104 Coatings and Linings	3cr
CAPP131 Basic MS Office	3cr
WRIT101 College Writing I	3cr

### Freshman Year

#### Spring Semester – 17 credits

Human Relations – see below	3cr
CORR105 Electricity, Electrical Reactions	3cr
CORR106 Cathodic Protection	4cr
CORR107 Corrosion Technology	4cr
M111 Technical Math	3cr

### Human Relations

- BGMT 237 Human Relations in Business
- PSYX100 Intro to Psychology
- SOC101 Intro to Sociology

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## 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.

### Freshman Year

#### Fall Semester – 17 credits

DCC101 Dawson College Success	1cr
CORR101 Safety	1cr
CORR102 Intro to Corrosion	3cr
CORR103 DC Circuits	3cr
CORR104 Coatings and Linings	3cr
CAPP131 Basic MS Office	3cr
WRIT101 College Writing I	3cr

### Freshman Year

#### Spring Semester – 17 credits

Human Relations see below	3cr
CORR105 Electricity, Electrical Reactions	3cr
CORR106 Cathodic Protection	4cr
CORR107 Corrosion Technology	4cr
M111 Technical Math	3cr

### Sophomore Year

#### Fall Semester – 13 credits

CORR208 Rectifiers	3cr
CORR209 Internal Corrosion Control	4cr
CORR214 Atmospheric Corrosion	3cr
CORR298 Internship <b>or</b>	3cr
CORR292 Independent Study	3cr

## Sophomore Year

### Spring Semester – 15 credits

CORR210 Diagrams, Schematics, Maps 4cr	
CORR213 Metallurgy and Corrosion	3cr
CORR215 Field Surveys 4cr	
CORR216 Capstone Project	4cr

## Human Relations

- BGMT 237 Human Relations in Business
- PSYX100 Intro to Psychology
- SOCI101 Intro to Sociology

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## 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.

## Freshman Year

### Fall Semester – 16 credits

DCC101 Dawson College Success	1cr
CJUS121 Intro to Criminal Justice	3cr
WRIT101 College Writing I	3cr

PSCI210 Intro to American Government	3cr
SOCI101 Intro to Sociology	3cr
CAPP131 Basic MS Office	3cr

## Freshman Year

### Spring Semester – 18 credits

CJUS215 CJ Community Relations	3cr
PSCI260 State & Local Government	3cr
WRIT201 College Writing II <b>or</b>	3cr
WRIT122 Intro to Business Writing	3cr
M111 Technical Math	3cr
PSYX100 Intro to Psychology	3cr
COMX111 Intro to Public Speaking	3cr

## Sophomore Year

### Fall Semester – 15 credits

CJUS200 Principles of Criminal Law	3cr
CJUS220 Intro to Corrections	3cr
SOCI211 Intro to Criminology <b>or</b>	3cr
SOCI260 Intro to Juvenile Delinquency	3cr
CJUS/CJLE Professional Elective	3cr

## Sophomore Year

### Spring Semester – 15 credits

CJUS231 Criminal Evidence & Procedures	3cr
CJUS208 CJ Ethics/Leadership	3cr
SOCI201 Social Problems <b>or</b>	3cr
SOCI206 Deviant Behavior	3cr
CJUS/CJLE Professional Elective	3cr

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## CAS - Early Childhood Education

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 successfully 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.

**Freshman Year**

**Fall Semester – 15 credits**

DCC101 Dawson College Success	1cr
EDEC215 Diversity in EC Education	4cr
EDEC247 Child/Adolescent Development	4cr
WRIT101 College Writing I	3cr
CAPP131 Basic MS Office	3cr

**Freshman Year**

**Spring Semester – 16 credits**

EDEC230 Positive Child Guidance	3cr
EDEC130 Health, Safety, Nutrition in EC	4cr
COMX111 Intro to Public Speaking	3cr
PSYX100 Intro to Psychology	3cr
SOC1101 Intro to Sociology	3cr

MATH course (see below)

3cr

**Math**

- M105 Contemporary Math
- M121 College Algebra
- STAT216 Intro to statistics

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**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 successfully 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.

### Freshman Year

#### Fall Semester – 14 credits

DCC101 Dawson College Success	4cr
EDEC215 Diversity in EC Education	4cr
EDEC247 Child/Adolescent Development	4cr
WRIT101 College Writing I	3cr
CAPP131 Basic MS Office	3cr

### Freshman Year

#### Spring Semester – 16 credits

EDEC230 Positive Child Guidance	3cr
EDEC130 Health, Safety, Nutrition in EC	4cr
COMX111 Intro to Public Speaking	3cr
PSYX100 Intro to Psychology	3cr
or	
SOCI101 Intro to Sociology	3cr
MATH course (see below)	3cr

### Sophomore Year

#### Fall Semester – 16 credits

EDEC273 Curriculum and Environments I	4cr
EDEC210 Meeting the Needs of Families	3cr
MATH	3cr
NASX105 Native American Studies	3cr
ELECTIVE	3cr

### Sophomore Year

#### Spring Semester – 16 credits

EDEC275 Integ Curriculum/Environment II	4cr
EDEC265 Leadership & Profess in EC	3cr
ELECTIVES	9cr

### Math

- M105 Contemporary Math
- M111 Technical Math

- M121 College Algebra
- STAT216 Intro to statistics

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## Technical Skills Program

The Technical Skills program at Dawson Community College 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 skills and soft skills. The program provides flexibility based on employer needs. 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 multiple credentials and certificate levels available within the Technical Skills program: Tier I certificate (12-15 credits), Tier II certificate (12-15 credits), Tier III (12-15 credits), Tier IV (12-15 credits), Certificate of Applied Science (30 credits) and the Associate of Applied Science (60 credits). The stacked approach provides students with flexibility and multiple options for completion that build upon one another.

Upon successful completion of the Technical Skills program, students will:

- 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.

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## CTS - Technical Skills Tiers I-IV

ECP100 First Aid/CPR is recommended.

12-15 credits of Technical Credits per Tier certificate from the following plans of study:

- Animal Livestock Production
- Business Management
- Corrosion Technology
- Criminal Justice
- Early Childhood Education
- Rural Organizational Employee Management
- Welding Technology

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## 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.

### First Year, First Semester – 16 credits

DCC101 Dawson College Success	1cr
CAPP131 Basic MS Office	3cr
COMM Communication course see below	3cr
Technical Credits	at least 9cr

### First Year, Second Semester – 15 credits

M111 Technical Math	3cr
HR Human Relations course see below	3cr
Technical Credits	at least 9cr

### Communications

- COMX111 Intro to Public Speaking
- COMX115 Interpersonal Communications
- WRIT101 College Writing

### Math

- M105 Contemporary Math
- M111 Technical Math
- M121 College Algebra
- STAT216 Intro to statistics

### Human Relations

- BGMT 237 Human Relations in Business
  - PSYX100 Intro to Psychology
  - SOCI101 Intro to Sociology
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## AAS - Technical Skills

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.

### First Year, First Semester – 16 credits

DCC101 Dawson College Success	1cr
CAPP131 Basic MS Office	3cr
COMM Communication course see below	3cr
Technical Credits	at least 9cr

### First Year, Second Semester – 15 credits

M111 Technical Math	3cr
HR Human Relations course see below	3cr
Technical Credits	at least 9cr

### Second Year, First Semester – 15 credits

Technical Credits	at least 15cr
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### Second Year, Second Semester – 15 credits

Technical Credits	at least 15cr
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### Communications

- COMX111 Intro to Public Speaking
- COMX115 Interpersonal Communications
- WRIT101 College Writing

### Math

- M105 Contemporary Math
- M111 Technical Math
- M121 College Algebra
- STAT216 Intro to statistics

## Human Relations

- BGMT 237 Human Relations in Business
- PSYX100 Intro to Psychology
- SOCI101 Intro to Sociology

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## CTS - Welding

### Tier I

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

WLDG110 Welding Theory I	2cr
WLDG111 Welding Theory I Lab	1cr
WLDG180 Shielded Metal Arc Welding	5cr
WLDG133 GMAW, FCAW	3cr
ELECTIVE	3cr

### Tier III

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

WLDG237 Aluminum Welding Processes	2cr
WLDG201 Weld, Measure, Trade Tools	1cr
WLDG241 Metal Fabrication I	4cr
WLDG232 Metal Fabrication II	4cr
WLDG225 Structural Fabrication	3cr
ELECTIVE	2cr

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## 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.

### Freshman Year

#### Fall Semester – 15 credits

DCC101 Dawson College Success	1cr
WLDG110 Welding Theory I	2cr

WLDG111 Welding Theory I Lab	1cr
WLDG180 Shielded Metal Arc Welding	5cr
WLDG133 Gas Metal Arc Welding	3cr
Communications course – see below	3cr

### Freshman Year

#### Spring Semester – 18 credits

M111 Technical Math	3cr
WLDG140 Intro GTAW w/Integrated Lab	3cr
WLDG145 Fabrication Basics	4cr
WLDG146 Fabrication Basics II	2cr
WLDG186 Weld Qual Test Prep w/Lab	3cr
Human Relations course – see below	3cr

### Communications

- COMX111 Intro to Public Speaking
- COMX115 Interpersonal Communications
- WRIT101 College Writing
- WRIT122 Intro to Business Writing

### Human Relations

- BGMT 237 Human Relations in Business
- PSYX100 Intro to Psychology
- SOCI101 Intro to Sociology

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## 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.

### Freshman Year

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**Fall Semester – 15 credits**

DCC101 Dawson College Success	1cr
WLDG110 Welding Theory I	2cr
WLDG111 Welding Theory I Lab	1cr
WLDG180 Shielded Metal Arc Welding	5cr
WLDG133 Gas Metal Arc Welding	3cr
Communications course – see below	3cr

**Freshman Year**

**Spring Semester – 18 credits**

M111 Technical Math	3cr
WLDG140 Intro GTAW w/Integrated Lab	3cr
WLDG145 Fabrication Basics	4cr
WLDG146 Fabrication Basics II	2cr
WLDG186 Weld Qual Test Prep w/Lab	3cr
Human Relations course – see below	3cr

**Sophomore Year**

**Fall Semester – 15 credits**

WLDG201 Welding, Measure, Trade Tools	1cr
WLDG241 Metal Fabrication I	4cr
WLDG242 Metal Fabrication II	4cr
WLDG225 Structural Fabrication	3cr
CAPP131 Basic MS Office	3cr

**Sophomore Year**

**Spring Semester – 13 credits**

WLDG237 Aluminum Welding Process	2cr
WLDG210 Pipe Welding	1cr
WLDG213 Pipe Welding Layout lab	6cr
WLDG280 Welding Testing Certification	1cr
WLDG281 Weld Testing Certification Lab	2cr
ECP100 First Aid/CPR	1cr

**Communications**

- COMX111 Intro to Public Speaking
- COMX115 Interpersonal Communications
- WRIT101 College Writing
- WRIT122 Intro to Business Writing

**Human Relations**

- BGMT 237 Human Relations in Business
- PSYX100 Intro to Psychology
- SOCI101 Intro to Sociology



## Course Listings/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. WRIT 095) 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, also be offered at additional times as determined by the VP 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.

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## Accounting

**ACTG101** **F, 3 credits**

### Accounting Procedures I

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.

Student Learning Outcomes:

- Write and explain the fundamental accounting equation and describe the use of accounting in business.
- Differentiate between assets, liabilities, equity, revenue and expenses
- Construct, read, understand and analyze an Income Statement, Balance Sheet, Statement of Retained Earnings and Statement of Cash Flow.
- Report and analyze inventory, accounts receivable, long-lived assets, liabilities and equities.
- Complete the accounting cycle, going from source documents through end of period adjustments to financial statements.
- Discuss the importance of cash and cash management to a business. Differentiate between cash flow and income.
- Compute and process a payroll.

**ACTG201** **F, 3 credits**

### Principles of Financial Accounting

Introduction to the principles of financial accounting. Study of complete accounting cycles for businesses, key accounting concepts, accounting transaction recording, financial statement preparation and analysis, accounting systems overview.

Student Learning Outcomes:

- Define accounting terms and utilize basic Generally Accepted Accounting Principles and concepts;
- Recognize ethical considerations and proper internal control procedures in accounting and business;

- Compare and contrast sole proprietorships, partnerships and corporate types of organizations;
- Develop transactions using the basic/expanded accounting equation and the accounting cycle, and explain their relationships to the various financial statements;
- Describe cash systems controls and procedures, such as bank reconciliations;
- Differentiate among the accounting and reporting of short-term investments, notes receivables, accounts receivable, and uncollectible accounts;
- Evaluate the accounting and reporting of inventories, the effects of the various inventory costing methods, and the conditions for their application;
- Determine the measurement of the acquisition, depreciation, and disposal of long-term assets, and the impact of these transactions on the financial statements;
- Distinguish among the accounting and reporting of current liabilities, notes payables, and other liabilities;
- Identify and prepare a Multi-Step Income Statement, a Statement of Retained Earnings, and a Classified Balance Sheet, relating the relationships among these financial statements;
- Either Principles of Financial Accounting or Principles of Managerial Accounting will include the following additional learning outcomes: (a) contrast between debt and equity financing, or (b) differentiate among various financial structures for corporate organizations, such as common and preferred stock, stock dividends, stocks splits, cash dividends, and analyze their impact on stockholder's equity, or (c) describe a statement of cash flows and its components.

**ACTG202** **S, 3 credits**

**Principles of Managerial Accounting**

**Prerequisite: ACTG201**

Introduction to the principles of managerial accounting. Introduce managerial accounting, the process of providing information to managers for use in planning, control and decision-making.

Student Learning Outcomes:

- Compare and contrast managerial and financial accounting
- Describe cost behavior and cost-volume-profit relationships

- Utilize cost allocation techniques and activity-based costing
- Utilize managerial accounting information for decision-making
- Prepare and understand a master budget
- Understand and utilize variance analysis for decision-making
- Understand and demonstrate capital budgeting process
- Utilize cost allocation and job costing concepts
- Understand differential, outlay, and opportunity costs and use them in the decision-making process
- Understand and apply ethical considerations in the accounting field.

**ACTG205**

**F, 3 credits**

**Computerized Accounting**

Studies how computers are used in today's accounting environments to apply the basic principles and procedures of accrual accounting with accounting software packages. Computer accounting applications used to complete the accounting cycle.

Student Learning Outcomes:

- Input financial data into a computerized accounting system to record general business transactions.
- Create financial statements for a business using computer software.
- Create and maintain inventory data including related reports.
- Record information regarding accounts receivable and accounts payable and generate related reports.
- Maintain records of fixed assets including related depreciation schedules.
- Utilize an employee payroll data system.

**ACTG272**

**S, 3 credits**

**Principles of Financial Accounting II**

**Prerequisite: ACTG201**

Introduction to accounting concepts designed to provide information necessary for management use including interpreting financial statement information, study of cost systems, cost-volume-profit analysis, and organizational concepts.

Student Learning Outcomes:

- Describe the organizational structure of a corporation.

- Analyze, record and report equity transactions for a corporation.
- Analyze, record, and report transactions related to long-term
- Analyze, record, and report transactions relating to investments in debt and equity securities.
- Prepare and analyze a statement of cash flow.
- Analyze and interpret financial statements using various financial analysis tools.
- Describe, identify, and apply basic managerial cost concepts.
- Interpret and apply cost-volume-profit analysis.
- Demonstrate the use of budget, planning, and control.
- Analyze, record and report equity transactions for a partnership.
- Apply ethical standards to financial reporting situations to determine appropriate responses.

- Acquire an understanding of basic fitness skills through workouts, games, and activities, including exposure to a variety of aerobic and resistance training equipment
- Learn how to use fitness skills and goal-setting techniques to develop a personal fitness plan designed to achieve or maintain desired weight and lean body mass
- Improve personal fitness through regular participation in activity both in and out of class

**ACT110** **Variable, 1 credit**  
**Beginning Weight Training**

Instruction in the sport of weight training.

Student Learning Outcomes:

- Explain the relationship between physical activity and wellness;
- Develop their strength, endurance, and flexibility by participating in various fitness programs or sports;
- Demonstrate proper form and skills for the sport or fitness program;
- Define the rules of the sport;
- Recognize and demonstrate appropriate sports etiquette.

**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. Additional fee required.

Student Learning Outcomes:

- Students will apply proper humane treatment of all animals within the Ranch Rodeo arena.
- Students will recognize key components of a winning team.
- Students will summarize key strategies for each event.
- Students will be able to adapt to different livestock and handling situations.

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

**Ranch Rodeo II**

This course will expand on the fundamentals of competition at Ranch Rodeo events within the NILE Region. Ranch broncs, wild cow milking, and

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## Activities

*May only be repeated ONCE for credit.*

**ACT104** **Variable, 1 credit**  
**Beginning Bowling**

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

Student Learning Outcomes:

- Explain the relationship between physical activity and wellness;
- Develop their strength, endurance, and flexibility by participating in various fitness programs or sports;
- Demonstrate proper form and skills for the sport or fitness program;  
Define the rules of the sport;
- Recognize and demonstrate appropriate sports etiquette.

**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.

Student Learning Outcomes:

- Operate and use a variety of aerobic and weight training equipment

proper horse and livestock handling will also be expanded upon. Students will be introduced to team penning and team sorting. Additional fee required.

Student Learning Outcomes:

- Students will apply proper humane treatment of all animals within the Ranch Rodeo arena.
- Students will recognize key components of a winning team.
- Students will summarize key strategies for each event.
- Students will be able to adapt to different livestock and handling situations

**ACT163** **F, 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.

Student Learning Outcomes:

- Learn basic training principles of race training programs
- Set personal running and racing goals
- Improve cardiovascular fitness through participation

**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. Additional fee required.

Student Learning Outcomes:

- Students will apply proper humane treatment of all animals within the Ranch Rodeo arena.
- Students will recognize key components of a winning team.
- Students will summarize key strategies for each event.
- Students will be able to adapt to different livestock and handling situations

**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). Additional fee required.

Student Learning Outcomes:

- Students will apply proper humane treatment of all animals within the Ranch Rodeo arena.
- Students will recognize key components of a winning team.
- Students will summarize key strategies for each event.
- Students will be able to adapt to different livestock and handling situations

**ACT191/291** **F/S, 0.5-10 credits**  
**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, 0.5-10 credits**  
**Independent Study**

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

**ACT194/294** **F/S, 0.5-10 credits**  
**Workshop**

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

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## Activities-Varsity

**ACTV120** **F, 1 credit**  
**Basketball I-Varsity**

Demonstrate/perform proper techniques for basketball skills at every practice. Document progress of individual weight training, conditioning

and basketball workouts. Assess progress and adjust programs with coaching staff weekly.

Student Learning Outcomes:

- Weekly individual skill training
- Daily physical exercise conditioning
- Daily team strategy drills
- Weekly literary-related discussions

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

**Basketball II-Varsity**

Demonstrate/perform proper techniques for basketball skills at every practice. Document progress of individual weight training, conditioning and basketball workouts. Assess progress and adjust programs with coaching staff weekly.

Student Learning Outcomes:

- Weekly individual skill training
- Daily physical exercise conditioning
- Daily team strategy drills
- Weekly literary-related discussions

**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.

Student Learning Outcomes:

- Learn to develop an unshatterable belief in themselves, the coach and in life
- Learn, understand, and implement the importance of team dynamics
- Participate in practices and competitions in preparation for improving ones fitness levels
- Learn the concepts necessary for success in distance running
- Learn some physiology of running and how it relates to improving fitness levels
- Continue to develop positive character through respect, responsibility, helpfulness and effort
- Demonstrate social responsibility through community service

**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.

Student Learning Outcomes:

- Learn to develop an unshatterable belief in themselves, the coach and in life
- Learn, understand, and implement the importance of team dynamics
- Participate in practices and competitions in preparation for improving ones fitness levels
- Learn the concepts necessary for success in distance running
- Learn some physiology of running and how it relates to improving fitness levels
- Continue to develop positive character through respect, responsibility, helpfulness and effort
- Demonstrate social responsibility through community service

**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.

Student Learning Outcomes:

- Learn the strategy of softball
- Utilize proper softball techniques.
- Use proper running and conditioning techniques
- Set and achieve goals
- Learn leadership and team building fundamentals

**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.

Student Learning Outcomes:

- Learn the strategy of softball
- Utilize proper softball techniques.
- Use proper running and conditioning techniques
- Set and achieve goals
- Learn leadership and team building fundamentals

**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.

Student Learning Outcomes:

- Demonstrate/perform proper techniques for baseball skills at every practice.



- Evaluate progress of individual arm strength, position velocity, and exit velocity and weight room.
- Demonstrate knowledge in regards to baseball tactics.

**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.

Student Learning Outcomes:

- Demonstrate/perform proper techniques for baseball skills at every practice.
- Evaluate progress of individual arm strength, position velocity, and exit velocity and weight room.
- Demonstrate knowledge in regards to baseball tactics.

**ACTV151** **F, 1 credit**

**Esports I-Varsity**

Instruction and practice of fundamental skills at the collegiate level of Esports. Varsity students will participate as a member of the intercollegiate sport.

Student Learning Outcomes:

- Gain a high-level overview of Esports.
- Develop an understanding of team dynamics.
- Gain a basic understanding of the different genres of Esports.
- Continue to develop positive character through respect, responsibility, helpfulness and effort.
- Explore career opportunities in the world of Esports.
- Be able to learn social responsibility through community service.
- Learn what it means to be an Esports player and how you can be a part of a greater community.

**ACTV152** **S, 1 credit**

**Esports II-Varsity**

Instruction and practice of fundamental skills at the collegiate level of Esports. Varsity students will participate as a member of the intercollegiate sport.

Student Learning Outcomes:

- Gain a high-level overview of Esports.
- Develop an understanding of team dynamics.
- Gain a basic understanding of the different genres of Esports.

- Continue to develop positive character through respect, responsibility, helpfulness and effort.
- Explore career opportunities in the world of Esports.
- Be able to learn social responsibility through community service.
- Learn what it means to be an Esports player and how you can be a part of a greater community.

**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.

Student Learning Outcomes:

- Learn and abide by the rules of the NIRA.
- Improve event-specific skills.
- Participate in practice and training to improve and enhance athletic ability and safety.
- Enhance physical and mental self-discipline needed to compete at the college level.
- Make positive contributions to the team by being a team player.
- Be a positive role model and ambassador of the College and the team both on and off the campus.

**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.

Student Learning Outcomes:

- Develop a deeper understanding of rodeo fundamentals.
- Participate in team practices, making positive contributions.
- Improve and maintain individual skills in various rodeo events.
- Set appropriate goals and demonstrate progress towards these goals.
- Improve and exhibit mental toughness.
- Develop and demonstrate positive winning attitudes.

**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.

#### Student Learning Outcomes:

- Learn and abide by the rules of the sport.
- Improve sport-specific skills.
- Engage in training to improve strength, conditioning, and flexibility to enhance athletic ability and safety.
- Enhance the physical and mental self-discipline needed to compete at the college level.
- Foster the attributes of being a team player.
- Be a positive role model and ambassador of the College both on and off the campus.
- Voluntarily serve in the community for a least 20 hours
- Demonstrate student-athlete work ethic, responsibility, respect and a winning mentality

### **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.

#### Student Learning Outcomes:

- Learn and abide by the rules of the sport.
- Improve sport-specific skills.
- Engage in training to improve strength, conditioning, and flexibility to enhance athletic ability and safety.
- Enhance the physical and mental self-discipline needed to compete at the college level.
- Foster the attributes of being a team player.
- Be a positive role model and ambassador of the College both on and off the campus.
- Voluntarily serve in the community for a least 20 hours
- Demonstrate student-athlete work ethic, responsibility, respect and a winning mentality

### **ACTV180 F, 1 credit**

#### **Cheerleading I-Varsity**

Varsity students will participate as a member of the intercollegiate sport.

#### Student Learning Outcomes:

- Learn and abide by the rules of the sport.
- Improve sport-specific skills.

- Engage in training to improve strength, conditioning, and flexibility to enhance athletic ability and safety.
- Enhance the physical and mental self-discipline needed to compete at the college level.
- Foster the attributes of being a team player.
- Be a positive role model and ambassador of the College both on and off the campus.

### **ACTV181 S, 1 credit**

#### **Cheerleading II-Varsity**

Varsity students will participate as a member of the intercollegiate sport.

#### Student Learning Outcomes:

- Learn and abide by the rules of the sport.
- Improve sport-specific skills.
- Engage in training to improve strength, conditioning, and flexibility to enhance athletic ability and safety.
- Enhance the physical and mental self-discipline needed to compete at the college level.
- Foster the attributes of being a team player.
- Be a positive role model and ambassador of the College both on and off the campus.

### **ACTV220 F, 1 credit**

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

Demonstrate/perform proper techniques for basketball skills at every practice. Document progress of individual weight training, conditioning and basketball workouts. Assess progress and adjust programs with coaching staff weekly.

#### Student Learning Outcomes:

- Weekly individual skill training
- Daily physical exercise conditioning
- Daily team strategy drills
- Weekly literary-related discussions

### **ACTV221 S, 1 credit**

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

Demonstrate/perform proper techniques for basketball skills at every practice. Document progress of individual weight training, conditioning and basketball workouts. Assess progress and adjust programs with coaching staff weekly.

#### Student Learning Outcomes:

- Weekly individual skill training
- Daily physical exercise conditioning
- Daily team strategy drills
- Weekly literary-related discussions

**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.

Student Learning Outcomes:

- Learn to develop an unsaturable belief in themselves, the coach and in life
- Learn, understand, and implement the importance of team dynamics
- Participate in practices and competitions in preparation for improving ones fitness levels
- Learn the concepts necessary for success in distance running
- Learn some physiology of running and how it relates to improving fitness levels
- Continue to develop positive character through respect, responsibility, helpfulness and effort
- Demonstrate social responsibility through community service

**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.

Student Learning Outcomes:

- Learn to develop an unsaturable belief in themselves, the coach and in life
- Learn, understand, and implement the importance of team dynamics
- Participate in practices and competitions in preparation for improving ones fitness levels
- Learn the concepts necessary for success in distance running
- Learn some physiology of running and how it relates to improving fitness levels
- Continue to develop positive character through respect, responsibility, helpfulness and effort
- Demonstrate social responsibility through community service

**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.

Student Learning Outcomes:

- Learn the strategy of softball

- Utilize proper softball techniques.
- Use proper running and conditioning techniques
- Set and achieve goals
- Learn leadership and team building fundamentals

**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.

Student Learning Outcomes:

- Learn the strategy of softball
- Utilize proper softball techniques.
- Use proper running and conditioning techniques
- Set and achieve goals
- Learn leadership and team building fundamentals

**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.

Student Learning Outcomes:

- Demonstrate/perform proper techniques for baseball skills at every practice.
- Evaluate progress of individual arm strength, position velocity, and exit velocity and weight room.
- Demonstrate knowledge in regards to baseball tactics.

**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.

Student Learning Outcomes:

- Demonstrate/perform proper techniques for baseball skills at every practice.
- Evaluate progress of individual arm strength, position velocity, and exit velocity and weight room.
- Demonstrate knowledge in regard to baseball tactics.

**ACTV251** **F, 1 credit**  
**Esports III-Varsity**

Instruction and practice of fundamental skills at the collegiate level of Esports. Varsity students will participate as a member of the intercollegiate sport.

Student Learning Outcomes:

- Gain a high-level overview of Esports.
- Develop an understanding of team dynamics.
- Gain a basic understanding of the different genres of Esports.
- Continue to develop positive character through respect, responsibility, helpfulness and effort.
- Explore career opportunities in the world of Esports.
- Be able to learn social responsibility through community service.
- Learn what it means to be an Esports player and how you can be a part of a greater community.

**ACTV252** **S, 1 credit**  
**Esports IV-Varsity**

Instruction and practice of fundamental skills at the collegiate level of Esports. Varsity students will participate as a member of the intercollegiate sport.

Student Learning Outcomes:

- Gain a high-level overview of Esports.
- Develop an understanding of team dynamics.
- Gain a basic understanding of the different genres of Esports.
- Continue to develop positive character through respect, responsibility, helpfulness and effort.
- Explore career opportunities in the world of Esports.
- Be able to learn social responsibility through community service.
- Learn what it means to be an Esports player and how you can be a part of a greater community.

**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.

Student Learning Outcomes:

- Learn and abide by the rules of the NIRA.
- Improve event-specific skills.
- Participate in practice and training to improve and enhance athletic ability and safety.

- Enhance physical and mental self-discipline needed to compete at the college level.
- Make positive contributions to the team by being a team player.
- Be a positive role model and ambassador of the College and the team both on and off the campus.

**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.

Student Learning Outcomes:

- Develop a deeper understanding of rodeo fundamentals.
- Participate in team practices, making positive contributions.
- Improve and maintain individual skills in various rodeo events.
- Set appropriate goals and demonstrate progress towards these goals.
- Improve and exhibit mental toughness.
- Develop and demonstrate positive winning attitudes.

**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.

Student Learning Outcomes:

- Learn and abide by the rules of the sport.
- Improve sport-specific skills.
- Engage in training to improve strength, conditioning, and flexibility to enhance athletic ability and safety.
- Enhance the physical and mental self-discipline needed to compete at the college level.
- Foster the attributes of being a team player.
- Be a positive role model and ambassador of the College both on and off the campus.
- Voluntarily serve in the community for a least 20 hours
- Demonstrate student-athlete work ethic, responsibility, respect and a winning mentality

**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.

#### Student Learning Outcomes:

- Learn and abide by the rules of the sport.
- Improve sport-specific skills.
- Engage in training to improve strength, conditioning, and flexibility to enhance athletic ability and safety.
- Enhance the physical and mental self-discipline needed to compete at the college level.
- Foster the attributes of being a team player.
- Be a positive role model and ambassador of the College both on and off the campus.
- Voluntarily serve in the community for a least 20 hours
- Demonstrate student-athlete work ethic, responsibility, respect and a winning mentality

### **ACTV280**

**F, 1 credit**

#### **Cheerleading III-Varsity**

Varsity students will participate as a member of the intercollegiate sport.

#### Student Learning Outcomes:

- Learn and abide by the rules of the sport.
- Improve sport-specific skills.
- Engage in training to improve strength, conditioning, and flexibility to enhance athletic ability and safety.
- Enhance the physical and mental self-discipline needed to compete at the college level.
- Foster the attributes of being a team player.
- Be a positive role model and ambassador of the College both on and off the campus.

### **ACTV281**

**S, 1 credit**

#### **Cheerleading IV-Varsity**

Varsity students will participate as a member of the intercollegiate sport.

#### Student Learning Outcomes:

- Learn and abide by the rules of the sport.
- Improve sport-specific skills.
- Engage in training to improve strength, conditioning, and flexibility to enhance athletic ability and safety.
- Enhance the physical and mental self-discipline needed to compete at the college level.
- Foster the attributes of being a team player.

- Be a positive role model and ambassador of the College both on and off the campus.

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## **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.

#### Student Learning Outcomes:

- Interpret agricultural marketing functions, institutions and behaviors.
- Correlate consumer behavior and its impact on marketing.
- Discuss basic economic problems associated with production agriculture in rural areas.
- Discuss agricultural cooperatives and their functions in marketing.
- Demonstrate commodity trading using futures and options.

### **AGBE210**

**S, 3 credits**

#### **Economics of Agricultural Business**

##### **Core III**

#### **Pre-requisite: Microeconomics or Macroeconomics**

Discusses the theory of demand, product supply, and performance of the economy as a whole. Various economic policies are considered. Basics of marketing, marketing strategies and problems associated with agriculture commodities are studied.

#### Student Learning Outcomes:

- To learn and understand economic principles as they apply to agriculture business.
- Major emphasis will be place on learning about agriculture economics, marketing, and commodity futures as it relates to agriculture enterprises in a global marketplace.
- Knowledge gained will be used to help students become better business decision makers when placed into the agriculture industry.

### **AGBE278**

**S, 3 credits**



### **Agri-Business Planning**

A capstone course encompassing all of the skill sets taught in the Ag curriculum.

#### Student Learning Outcomes:

- Utilize appropriate management planning principles in AFNR.
- Assess accomplishment of goals and objectives by an AFNR business.
- Use industry- accepted marketing principles to accomplish AFNR business objectives.
- Students will be able to design and implement a small business plan.
- Students will be able to describe the various marketing models and strategies

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## **Agricultural Sciences**

### **AGSC260**

#### **AG Fundamentals**

**S, 4 credits**

Covers knowledge in: Ag business planning, operation transfer management, markets and economics, budgeting, farm and ranch management, Ag technology, livestock production, crop and forage production, Ag career building and Ag issues.

#### Student Learning Outcomes:

- Develop a business plan and operational goals, as well as prepare how to utilize the plan when applying for loans for their operation.
- Synthesize an operation transfer of management plan and analyze how to utilize it and apply it to their operational needs.
- Interpret markets and how they impact the participant's operation. Be able to apply an economic outlook to applicable portions of the participant's operation.
- Demonstrate the basic skills of budgeting and finance and will be able to apply it to the participant's operational needs.
- Demonstrate efficient and appropriate technical skills that are expected to be involved in a ranching operation.
- Identify opportunities and assess how to implement technology into the participant's operation if/when applicable.
- Summarize a systems approach in livestock production and be able to utilize it in the participant's operation. Be able to develop production goals and plan on how to achieve

goals efficiently. Interpret how Reproduction, Health and Nutrition all work together and influence herd performance.

- Practice basic knowledge and skills needed to efficiently produce crops/forage.
- Prepare and utilize their resume/CV and prepare an appropriate Cover Letter. Be prepared for an Ag Industry Job Interview. (Could vary depending upon participant population and needs)
- Assess current issues impacting the Ag Industry and what the Ag Industry is doing to combat these issues. Analyze and discuss the issues and participate in potential solutions.
- Utilize technical skills obtained through this program to increase the efficiency of their Ag operation.

### **AGSC191/291**

**F/S, 0.5-10 credits**

#### **Special Topics**

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

### **AGSC192/292**

**F/S, 0.5-10 credits**

#### **Independent Study**

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

### **AGSC194/294**

**F/S, 0.5-10 credits**

#### **Seminar/Workshop**

Concentrated class sessions on a topic for which a particular need has been identified.

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## **Allied Health: Athletic Training**

### **AHAT210**

**F, 3 credits**

#### **Prevention/Care of Athletic Injuries**

This course will look into the role of the athletic trainer in injury prevention, treatment and rehabilitation. Skills in various taping techniques, protective equipment and the use of common modalities used in the healthcare setting.

#### Student Learning Outcomes:

- Students will be able to understand prevention and care techniques for common athletic injuries

- Explain the legal, moral, and ethical parameters that define the athletic trainer's scope of acute and emergency care and relationship athletic trainers to other health care providers and professionals.
- Identify the various professional organizations dedicated to sports medicine.
- Explain the role and function of allied medical professionals.
- Understand the components of a comprehensive athletic injury/illness prevention program
- Students will have an understanding of basic rehabilitation techniques for athletic injuries
- Summarize current practice guidelines related to physical activity during extreme weather conditions (e.g., heat, cold, lightning, wind), and explain the principles of environmental illness prevention guidelines.
- Explain the role of allied healthcare professionals in relation to sports medicine.

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## 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. This course is an introduction to medical word building through the study of prefixes, suffixes, and Latin word roots, using a body system approach.

#### Student Learning Outcomes:

- Define, pronounce, and spell medical terms with the use of medical references as resource tools;
- To divide medical terms into component parts;
- Build and analyze medical terms;
- Examine word origin and structure through the introduction of prefixes, suffixes, root words, plurals, abbreviations and symbols.
- Interpret and understand complex medical terms.
- Acquire a foundation of knowledge for the language of medicine.
- Examine medical terms in specific body systems
- Complete the workbook assignments and quizzes following each lesson.

## Animal Science

### ANSC100

F, 3 credits

#### Introduction to Animal Science

##### Core IV

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.

#### Student Learning Outcomes:

- Have a basic understanding of the role of livestock in the agriculture field.
- Recognize and utilize animal breeds from a variety of domestic species.
- Know basic concepts of animal nutrition, growth, health, behavior, reproduction and genetics.
- Understand the process involved in producing meat products from a variety of domestic food animals.

### ANSC108

F, 2 credits

#### Intro Livestock Evaluation I

##### Co-requisite: ANSC109

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.

#### Student Learning Outcomes:

- Recognize the different types of livestock and breed differences.
- Determine correct and incorrect confirmation of livestock.
- Demonstrate proper selection for breeding stock.
- Properly score body condition on livestock.

### ANSC109

F, 1 credit

#### Intro Livestock Evaluation I Lab

##### Co-requisite: ANSC108

See ANSC108

### ANSC202

S, 4 credits

#### Livestock Feeding and Nutrition

##### Prerequisite: ANSC100

Deals with the digestion, absorption, metabolism, nutrient requirements, feed composition, diet formulation, and practical feeding of various

classes of animals, nutrient content of feeds. Emphasis on developing balanced rations using various feeds.

Student Learning Outcomes:

- Define and categorize all the major nutrients in livestock nutrition.
- Balance and evaluate a feed ration and scenario while making educated suggestions for improvement and feeding.
- Define and use the common terms in feed rations and nutrition.
- Define digestion and the digestive system as well as the major functions of each organ.
- Describe and analyze the importance of balanced nutrition in livestock production.
- Be able to calculate feed rations accurately.
- Describe the importance of have feeds analyzed and tested for nutrients.
- Students will be able to explain the anatomy and function of the monogastric and ruminant digestive systems and how it affects feeding, ration balancing and production of these species.

**ANSC215**

**S, 3 credits**

**Calving Management**

**Prerequisite: ANSC100**

A hands on approach is used to understand the nutritional needs of cows and heifers during gestation and after parturition. Students are prepared to recognize calving problems and subsequently assist during parturition, to maximize calf survival. Additional fee required.

Student Learning Outcomes:

- Be able to prepare for successful calving season by applying proper calving management techniques
- Identify signs and animal presents when going into labor/parturition
- Recognize complications and difficulties during and after parturition such as dystocia
- Demonstrate proper care for newborn calves during the first hour of life as well as situations of reluctant mothers
- Recognize signs of calfhoo illness and apply proper aid to affected calves
- Practice record keeping and collecting calving management data

**ANSC222**

**F, 3 credits**

**Livestock in Sustainable Systems**

**Prerequisite: ANSC100**

This course is a systems approach to sustainable livestock production systems. The students will be exposed to multiple livestock operations, proper handling facilities and design of them to reinforce the efficiency of operational sustainability.

Student Learning Outcomes:

- Recognize and discuss environmental, social, economic, ethical and animal welfare components that define sustainable livestock and agricultural production systems.
- Evaluate a variety of livestock production systems ranging from pastoral grazing operations to intensive confinement systems.
- Investigate the opportunities and potential mutual benefits and costs of incorporating livestock into grain, vegetable or specialty crop production systems.
- Explain state regulations that legally define the standards and practices for organic and all-natural livestock production.

**ANSC234**

**F, 1 credit**

**Livestock Management – Beef I**

**Prerequisite: ANSC100**

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.

Student Learning Outcomes:

- Demonstrate proper (humane and safe) cattle handling skills.
- Explain reasons for proper cattle handling.
- Illustrate basic beef cattle management skills.

**ANSC240**

**F, 3 credits**

**Animal Reproduction**

**Prerequisite: ANSC100**

Discusses reproductive physiology, associated hormones, their function and application to domestic livestock. Basis for reproductive management including environmental influences and application of selected techniques for reproduction. Additional fee required.

Student Learning Outcomes:

- Recognize and describe the reproductive anatomy of domestic farm animals including cattle, swine, horses, and sheep.
- Explain the endocrine hormone process such as the estrous cycle and gestation periods in female farm animals.

- Apply reproductive control mechanisms like artificial insemination and embryo transfer.
- Recognize quality semen through semen evaluation practices and tests.

**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.

**Student Learning Outcomes:**

- Describe and name various breeds of sheep and cattle.
- Students will be able to compare and contrast the various breeds of beef cattle and sheep to fit given production systems.
- Students will be able to describe the proper management techniques used in both industries.
- Students will be able to explain and analyze the history of each industry and the effects of the interaction of man on that industry.
- Students will be able to describe and explain the basics of the husbandry techniques used in each industry.
- When discussing or writing about grazing livestock production, students will be able to use proper terminology and vocabulary.
- Students will be able to explain the importance of nutrition, reproduction in the industries.

**ANSC265** **S, 3 credits**

**Anatomy & Physiology of Domestic Animals**

**Prerequisite:** BIOB160 or 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.

**Student Learning Outcomes:**

- Recognize and name various parts of the anatomy in domestic livestock and use the appropriate terminology associated.
- Students will be able to describe the structures and functions of all the systems and organs in the body of domestic livestock and use the appropriate terminology associated

- Students will be able to explain the importance of proper nutrition and health management as it relates to the anatomy and systems
- Students will be able to recognize and explain the basics of the husbandry techniques used in the industry and how it pertains to anatomy and health

**ANSC266** **S, 1 credit**

**Anatomy & Physiology of Domestic Animals Lab**

**Prerequisite:** BIOB160 or 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.

**Student Learning Outcomes:**

- Students will be able to explain the importance of proper nutrition and health management as it relates to the anatomy and systems
- Students will be able to recognize and explain the basics of the husbandry techniques used in the industry and how it pertains to anatomy and health
- Recognize and name various parts of the anatomy in domestic livestock and use the appropriate terminology associated.
- Students will be able to describe the structures and functions of all the systems and organs in the body of domestic livestock and use the appropriate terminology associated.

**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.

**Student Learning Outcomes:**

- Identify a problem or need in agriculture and design a system to solve said need
- Plan details within a given timeline to address industry needs.



- Communicate effectively to reduce conflict. Understand the compromise that comes with task sharing within a team trying to reach a common goal.
- Use enhanced written and oral communication skills.
- Effectively respond to deadlines, project delivery, questions and criticism that come with a career in agriculture.

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## Anthropology

### **ANTY101** **F/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.

#### Student Learning Outcomes:

- Demonstrate basic knowledge of each of the four subfields of anthropology;
- Explain and apply core anthropological concepts and theories;
- Critically assess cross cultural diversity and social practices in the US and around the world;
- Understand the holistic nature of anthropological research and practice;
- Develop a preliminary understanding of anthropological research methods in each of the four subfields of anthropology.

### **ANTY191/291** **F/S, 0.5-10 credits** **Special Topics**

These courses are designed to meet particular needs or are given on a trial basis to determine demand.

### **ANTY192/292** **F/S, 0.5-10 credits** **Independent Study**

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

### **ANTY194/294** **F/S, 0.5-10 credits** **Workshop**

Concentrated class sessions on a topic for which a particular need has been identified.

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## Art: Art History

### **ARTH160** **F/S, 3 credits** **Global Visual Culture (Art Appreciation)** **Core II, Category 2 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.

#### Student Learning Outcomes:

- Students will demonstrate through writing, discussion, and exam an understanding of art through form, content, function, cultural and historical context from an overview of Western and non-Western forms of artistic expression.
- Students will demonstrate a synthesis of their critical thinking, perception & communication skills in visual observation, writing, discussion, presentation & exams.
- Students will apply theories of art for understanding and critique of works of art with writing, discussion, & exam.
- Students will develop and use a vocabulary of terms to describe artworks, art materials, techniques, critical stances, and historical contexts in art with writing, discussion, and exam.
- Students will demonstrate critical thinking and visual literacy skills with short papers on chapter topics

### **ARTH200** **F/Alt Yr, 3 credits** **Art of World Civilization I (Art History)** **Core II, Category 2, Core III or Core VI**

A well-rounded student requires an exposure to the history of humankind'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.

#### Student Learning Outcomes:

- Students will identify, describe, compare and contrast significant historical art works, cultural traditions, aesthetic ideals, and production



trends that have shaped the course of western and global art history.

- Students will examine, analyze, interpret, and evaluate artistic expressions as diverse, complex representations of the values, beliefs, cultural expectations and conventions of the distinctive societies that create them.
- Students will practice and demonstrate critical communication skills in reading, researching, analyzing, interpreting, and responding in writing to representative art works from each historical period studied.
- Students will participate in discussion describing, assessing, critiquing, and creatively responding to the aesthetic and cultural value and relevance of art works.
- Students are encouraged to use art history as a springboard for exploring personal interests, artistic creativity, self-expression, and future cultural enrichment.

**ARTH201** **S/Alt Yr, 3 credits**  
**Art of World Civilization II (Art History)**  
**Core II, Category 2, Core III, or Core VI**

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.

Student Learning Outcomes:

- Students will identify, describe, compare, and contrast significant historical art works, cultural traditions, aesthetic ideals, and production trends that have shaped the course of western and global art history.
- Students will examine, analyze, interpret, and evaluate artistic expressions as diverse, complex representations of the values, beliefs, cultural expectations and conventions of the distinctive societies that create them.
- Students will practice and demonstrate critical communication skills in reading, researching, analyzing, interpreting and responding in writing to representative art works from each historical period studied.
- Students will participate in discussion describing, assessing, critiquing and creatively responding to the aesthetic and cultural value and relevance of art works.
- Students are encouraged to use art history as a springboard for exploring personal interests,

artistic creativity, self-expression and future cultural enrichment.

**ARTH251** **F, 3 credits**  
**Introduction to History of Women in Arts**  
**Core II, Category 2**

This intro course will cover a global survey history of women in the visual arts. Art terminology and visual language will be used to examine varied artworks by women from an assortment of historical, social, and political contexts. Because historically women have been underrepresented or excluded from participating in the visual arts, students will develop their abilities to critique and question the art historical tradition through a significant amount of class discussion and writing, and thereby achieve a general knowledge and appreciation for the contributions of women artists throughout history.

Student Learning Outcomes:

- Recognize the ways in which women have been systematically excluded and treated unequally in the art world in multiple societies -- and how women artists have made strides to right that balance.
- Describe and identify the characteristics of the major contributions of women artists, curators, patrons, critics and historians to the history of art.
- Demonstrate the ability to write a college-level 5-8 page paper using art terminology and interpretive skills.

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## 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 1**

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. Additional fee required.

Student Learning Outcomes:

- Students will apply critical thinking skills while exploring topics related to visual art.
- Students will apply creative thinking skills while producing technically proficient and explorative art.
- Students will be equipped with the technical skill set to render form in answer to the assignments.
- Students will communicate content through the expressive use of line and shape.
- Students will recognize in art the principles that they are learning.

**ARTZ105** **F/S, 3 credits**  
**Visual Language – Drawing**  
**Core II, Category 1**

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.

Student Learning Outcomes:

- Students will create drawings that demonstrate a basic understanding of the elements of art and principles of design, the traditional methods, materials, techniques, subjects & themes of drawing.
- Students will create drawings that demonstrate their critical observational skills with descriptive and expressive representation in still life, portraiture, landscape, architectural and narrative drawing.
- Students will demonstrate knowledge of drawing skills with hands-on experience and therefore understanding, insight and appreciation for the drawing process, fostering visual literacy, critical thinking, creativity, personal vision, expression & style.
- Students will demonstrate knowledge of a basic vocabulary for making, assessing, viewing drawings and to ultimately create a foundation for expressing individual vision and style.

**ARTZ106** **F/S, 3 credits**  
**Visual Language – 2D Foundations**  
**Core II, Category 1 or Category 2**

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.

Student Learning Outcomes:

- Create art objects based on contemporary concepts that emphasize an understanding of materiality, color, composition, and subject matters as ways to construct meaning;
- Develop and solve visual problems using multiple strategies for idea generation.

**ARTZ108** **F/S, 3 credits**  
**Visual Language – 3D Foundations**  
**Core II, Category 1 or Category 2**

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.

Student Learning Outcomes:

- Define and effectively manipulate the elements and principles of 3D design in order to create non-objective, abstract and representational compositions within a performance-based format.
- Understand the structural, compositional and conceptual implications of basic 3D material
- Speak and write critically about personal and peer artwork and propose thoughtful alternatives
- Develop inventive concepts using various problem-solving techniques, such as divergent and convergent thinking, metaphor, and collaboration.

**ARTZ211** **F/S, 3 credits**  
**Drawing I**

**Core II, Category 1**

Students will study line and line quality, basic geometric forms and how light and shadow create form. Students will progress to drapery, still life, and introduction to portrait. Interior spaces, perspective, and some landscape will be explored. Additional fee required.

Student Learning Outcomes:

- Examine the human figure and anatomy with a focus on developing observational drawing skills and creative approaches to rendering the body;
- Comprehend the human figure by means of quick gesture analysis through short exercises and accurate proportions with regards to rendering volume in more sustained drawing assignments;
- Demonstrate awareness and use of the two-dimensional elements and principles of design as they relate to the creation and evaluation of original figure drawings.

**ARTZ212**

**F/S, 3 credits**

**Drawing Studio**

**Core II, Category 1**

Utilizing the lecture/production format presented in ARTZ105, this course expands the 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 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.

Student Learning Outcomes:

- Students will create drawings that demonstrate a basic understanding of the elements of art and principles of design, the traditional methods, materials, techniques, subjects and themes of drawing.
- Students will create drawings that demonstrate their critical observational skills with descriptive and expressive representation in still life, portraiture, landscape, architectural and narrative drawing.
- Students will demonstrate knowledge of drawing skills with hands-on experience and therefore understanding, insight and appreciation for the drawing process, fostering

visual literacy, critical thinking, creativity, personal vision, expression and style.

- Students will demonstrate knowledge of a basic vocabulary for making, assessing, and viewing drawings and to ultimately create a foundation for expressing individual vision and style.

**ARTZ214**

**F, 3 credits**

**Illustration**

**Core II, Category 1**

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.

Student Learning Outcomes:

- Identify a number of commonly used illustration media
- Apply theories and principles of design and communication to the development of effective illustrations
- Create illustrations from the development of the original concept to the final execution
- Communicate visually using drawing/other media as a means of visual exploration, idea analysis, problem solving, and expression of thought.
- Be competent with a variety of common illustration media
- Identify a number of illustration niches of opportunity for illustrators

**ARTZ221**

**F/Alt Yr, 3 credits**

**Painting I**

**Core II, Category 1**

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.

Student Learning Outcomes:

- Students will create paintings that demonstrate a basic understanding of the elements of art and principles of design, the traditional methods, materials, techniques, subjects and themes of painting.
- Students will create paintings that demonstrate their critical observational skills with descriptive and expressive representation in still life, portraiture, landscape, architectural and narrative painting.
- Students will demonstrate knowledge of painting skills with hands-on experience and therefore understanding, insight and appreciation for the painting process, fostering visual literacy, critical thinking, creativity, personal vision, expression & style.
- Students will demonstrate knowledge of a basic vocabulary for making, assessing, and viewing paintings and to ultimately create a foundation for expressing individual vision and style.

**ARTZ222**

**S/Alt Yr, 3 credits**

**Painting Studio**

**Core II, Category 1**

**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.

Student Learning Outcomes:

- Students will create paintings that demonstrate a basic understanding of the elements of art and principles of design, the traditional methods, materials, techniques, subjects and themes of painting.
- Students will create paintings that demonstrate their critical observational skills with descriptive and expressive representation in still life, portraiture, landscape, architectural and narrative painting.
- Students will demonstrate knowledge of painting skills with hands-on experience and therefore understanding, insight and appreciation for the painting process, fostering visual literacy, critical thinking, creativity, personal vision, expression and style.

- Students will demonstrate knowledge of a basic vocabulary for making, assessing, and viewing paintings and to ultimately create a foundation for expressing individual vision and style.

**ARTZ224**

**F/Alt Yr, 3 credits**

**Watercolor I**

**Core II, Category 1**

**Prerequisite: 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.

Student Learning Outcomes:

- Students will demonstrate a beginner's mastery of traditional skills necessary for observational painting.
- Students will demonstrate a basic understanding of the fundamental elements, principles, methods and techniques of the art of painting as it applies to traditional and contemporary subjects and themes.
- Students will demonstrate these skills with painting, research, writing, oral presentation, critique and exhibit.
- Students will, through the art of painting, experience a hands-on understanding and therefore insight and appreciation for the painting process, fostering visual literacy, critical thinking, creativity and personal expression.
- Students will develop a basic and essential vocabulary for making, assessing and viewing paintings, and to ultimately create a foundation for expressing individual creativity, vision and style.

**ARTZ225**

**S/Alt Yr, 3 credits**

**Watercolor Studio**

**Core II, Category 1**

**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.

Student Learning Outcomes:

- Students will demonstrate a beginner's mastery of traditional skills necessary for observational painting.



- Students will demonstrate a basic understanding of the fundamental elements, principles, methods and techniques of the art of painting as it applies to traditional and contemporary subjects and themes.
- Students will demonstrate skills with painting, research, writing, oral presentation, critique and exhibit.
- Students will, through the art of painting, experience a hands-on understanding and therefore insight and appreciation for the painting process, fostering visual literacy, critical thinking, creativity and personal expression.
- Students will develop a basic and essential vocabulary for making, assessing and viewing paintings, and to ultimately create a foundation for expressing individual creativity, vision and style.

**ARTZ231** **S, 3 credits**  
**Ceramics I**  
**Core II, Category 1**

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.

Student Learning Outcomes:

- Use basic ceramic construction techniques effectively
- Define and effectively manipulate the elements of art (line, shape, color, texture, and space) and principles of design (unity, proportion, variety, balance, arrangement and rhythm)
- Understand the structural, compositional and conceptual implications of clay
- Communicate effectively about personal and peer artworks and propose thoughtful suggestions and solutions.
- Demonstrate knowledge of ceramic processes and historical and contemporary issues in ceramics

**ARTZ291** **F/S, 0.5-10 credits**  
**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, 0.5-10 credits**  
**Independent Study**

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

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**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.

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**Biology: General**

**BIOB101** **F, 3 credits**  
**Discover Biology**  
**Core IV**

**Co-requisite: BIOB102**

General Education course for non-science majors. Topics include structure/function of cells, diversity of plants/animals, metabolism, cell cycle and division, inheritance/genetics.

Student Learning Outcomes:

- Describe the structure of an atom and chemical bonding.
- Identify the major classes of macromolecules.
- Compare and contrast prokaryotic and eukaryotic cells.
- Understand the structure and function of organelles.
- Describe the different types of energy and how energy flows through and ecosystem.
- Understand the steps and relationships in cellular respiration and photosynthesis.
- Describe the cell cycle and its significance.



- Apply Mendelian genetics.

**BIOB102** **F, 1 credit**

**Discover Biology Laboratory**  
**Core IV**

**Co-requisite: BIOB101**

Laboratory experience will include scientific methodology and experimentation, microscopy, and lab safety that supplements BIOB 101. Additional fee required.

Student Learning Outcomes:

- Demonstrate familiarity with the general terminology of biology and a clear understanding of the scientific method.
- Demonstrate an understanding of the chemical basis of cellular function, the structure and function of plant and animal cells, the fundamentals of reproduction and inheritance at the cellular level.
- Demonstrate understanding of cellular respiration and photosynthesis.
- Describe the central dogma of molecular biology; demonstrate basic understanding of genetics and cellular reproduction.
- Demonstrate skills in the use of the microscope, other laboratory equipment, and biological materials.

**BIOB110** **S, 3 credits**

**Plant Science**  
**Core IV**

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.

Student Learning Outcomes:

- Familiarize the student with the science of plant production and botanical knowledge
- Provide a working knowledge of plant physiological mechanics and needs.
- Explain the photosynthetic and life cycle of plants.
- Explain the importance of soil health and maintenance

**BIOB160** **F, 3 credits**

**Principles of Living Systems**  
**Core IV**

**Co-requisite: BIOB161**

Introductory course for other biology courses. Topics include synthesis and function of macromolecules, cell structure and function, energy transfer in living systems, respiration, photosynthesis, cell cycle, and genetics.

Student Learning Outcomes:

- List the four major macromolecules found in cells and explain their composition and function in cells.
- Compare and contrast prokaryotic and eukaryotic cells.
- Describe the process of cellular respiration, fermentation and photosynthesis.
- Describe DNA replication, Mitosis, Meiosis and the cell cycle.
- Explain simple Mendelian genetics and solve genetics problems using Punnett squares
- Explain the chromosomal and molecule basis of inheritance.
- Explain the process of protein synthesis and principles of gene regulation.
- Define evolution and explain several mechanisms that influence evolutionary change.

**BIOB161** **F, 1 credit**

**Principles of Living Systems Lab**  
**Core IV**

**Co-requisite: BIOB160**

A series of laboratory experiments and exercises illustrating and supporting concepts studied in BIOB160. Additional fee required.

Student Learning Outcomes:

- Measure length, mass, volume, and temperature using metric units; demonstrate conversions using metric units and English units; and demonstrate conversions between standard notation and scientific notation.
- Properly prepare a wet-mount slide and exhibit proper technique when using and focusing a microscope and determine the total magnification of a compound microscope using different objective lenses.
- Identify and describe the function of the parts of a compound microscope.
- Perform chemical tests for the presence of organic molecules.
- Develop skills in handling instruments and the use of basic laboratory equipment.
- Demonstrate the use of scientific method to write a lab report.

**BIOB170** **S, 3 credits**  
**Principles of Biological Diversity**

**Core IV**

**Prerequisite:** BIOB160/161, or consent of instructor

**Co-requisite:** BIOB170

This course examines the biology, ecology, and evolutionary relationships among living organisms, single celled prokaryotes to multicellular eukaryotic

**Student Learning Outcomes:**

- Describe the process of evolution and explain how it is a mechanism for the incredible diversity of life;
- Explain the biology, ecology, and evolutionary relationships among living organisms;
- Describe the characteristics and classification of life forms on earth;
- Describe the anatomical structure of plant and animals, diversity, and reproductive processes;
- Explain basic ecological concepts of ecosystem organization, energy flow, and population/behavioral ecology.

**BIOB171** **S, 1 credit**  
**Principles of Biological Diversity Lab**

**Core IV**

**Prerequisite:** BIOB160/161, or consent of instructor

**Co-requisite:** BIOB170

A series of laboratory experiments and exercises illustrating and supporting concepts studied in BIOB170. Additional fee required.

**Student Learning Outcomes:**

- Describe the process of evolution and explain how it is a mechanism for the incredible diversity of life.
- Explain the biology, ecology, and evolutionary relationships among living organisms.
- Describe the characteristics and classification of life forms on earth.
- Describe the anatomical structure of plant and animals, diversity, and reproductive processes;
- Explain basic ecological concepts of ecosystem organization, energy flow, and population/behavioral ecology;
- Develop skills in handling instruments and the use of basic laboratory equipment.

## **Biology: Human**

**BIOH201** **F, 3 credits**  
**Human Anatomy and Physiology I**

**Core IV**

**(Equivalent to BIOH301)**

**Prerequisite:** BIOB160 or consent of instructor

**Co-requisite:** BIOH202

This course is the first semester of a two-semester sequence which examines anatomy and physiology the human body, including molecular, cellular and tissue levels of organization for integumentary, skeletal, and muscular systems.

**Student Learning Outcomes:**

- Utilize the correct technical terminology associated with the anatomy and physiology of the human body.
- Recognize the structure and function of the human body as integrated components.
- Apply chemistry to the basic physiology of life.
- Investigate the anatomy and physiology of cells, selective metabolic pathways and the primary tissues of the body.
- Define the body activities used to maintain a relatively constant internal environment and determine how metabolic processes are regulated to meet the changing needs of the body.
- Study in depth the anatomy and physiology of the integumentary, skeletal, muscular and nervous systems.

**BIOH202** **F 1 credit**  
**Human Anatomy and Physiology I Lab**

**Core IV**

**(Equivalent to BIOH302)**

**Co-requisite:** BIOH201

A series of laboratory experiments and exercises illustrating and supporting concepts studied in BIOH201. Additional fee required.

**Student Learning Outcomes:**

- Utilize the correct technical terminology associated with the anatomy and physiology of the human body.
- Recognize the structure and function of the human body as integrated components.
- Apply chemistry to the basic physiology of life.
- Investigate the anatomy and physiology of cells, selective metabolic pathways and the primary tissues of the body.

- Define the body activities used to maintain a relatively constant internal environment and determine how metabolic processes are regulated to meet the changing needs of the body.
- Study in depth the anatomy and physiology of the integumentary, skeletal, muscular, and nervous systems.
- Practice safety in the lab.

**BIOH211** **S, 3 credits**  
**Human Anatomy and Physiology II**

**Core IV**

**(Equivalent to BIOH311)**

**Prerequisite: BIOH201 or consent of instructor**

**Co-requisite: BIOH212**

This course is the second semester of a two-semester sequence, which examines anatomy and physiology of nervous, endocrine, cardiovascular, respiratory, digestive, and reproductive systems.

**Student Learning Outcomes:**

- Utilize the correct technical terminology associated with the anatomy and physiology of the human body;
- Identify the anatomy and describe the function of the nervous, endocrine, cardiovascular, digestive, respiratory systems;
- Identify the specialized sensory organs of the body and their physiological function to enable the body to assess and adjust to the external environment;
- Define the body activities used to maintain a relatively constant internal environment and determine how metabolic processes are regulated to meet the changing needs of the body.

**BIOH212** **S, 1 credit**  
**Human Anatomy and Physiology II Lab**

**Core IV**

**(Equivalent to BIOH312)**

**Co-requisite: BIOH211**

A series of laboratory experiments and exercises illustrating and supporting concepts studied in BIOH211. Additional fee required.

**Student Learning Outcomes:**

- Utilize the correct technical terminology associated with the anatomy and physiology of the human body;

- Identify the anatomy and describe the function of the nervous, endocrine, cardiovascular, digestive, respiratory systems;
- Identify the specialized sensory organs of the body and their physiological function to enable the body to assess and adjust to the external environment;
- Define the body activities used to maintain a relatively constant internal environment and determine how metabolic processes are regulated to meet the changing needs of the body;
- Practice safety in the lab.

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**Biology: Micro**

**BIOM250** **S, 3 credits**  
**Microbiology for Health Sciences**

**Core IV**

**Prerequisite: BIOB160/161 or consent of instructor**

**Co-requisite: BIOM251**

This course introduces the relationship of microorganisms to infectious disease in humans, virulence, modes of transmission, resistance, prevention, and control of microbial diseases.

**Student Learning Outcomes:**

- Describe the work of several famous microbiologists and explain how they contributed to the field of microbiology;
- Demonstrate knowledge of viral and bacterial metabolism, structures, and replication or growth.
- Describe the beneficial role of microorganisms in natural and physiological processes.
- Demonstrate knowledge of airborne, foodborne, waterborne, and sexually transmitted illnesses.
- Understand immunity, resistance and antimicrobial drugs.

**BIOM251** **S, 1 credit**  
**Microbiology for Health Sciences Lab**

**Core IV**

**Co-requisite: BIOM250**

Microscopy, stain & culture techniques, antibiotic & disinfectant effectiveness. Emphasis will be placed on lab safety and aseptic techniques. Additional fee required.

**Student Learning Outcomes:**

- Perform appropriate laboratory exercises involving microorganisms, including microscopy; growth, isolation, and identification of bacteria; biochemical characteristics of bacteria, UV mutation of bacteria, and the effects of antibiotics and antiseptics on bacteria.
- Demonstrate the ability to work safely with bacterial cultures, using aseptic techniques and practicing proper disposal of materials and cultures.

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## Business: Finance

**BFIN205**

**F/S, 3 credits**

**Personal Finance**

**(Equivalent to BFIN305)**

This course will enable the student to study personal financial planning, money management, credit and tax planning, and major expenditures.

Student Learning Outcomes:

- Identify social and economic influences on personal financial goals and decisions. Develop personal financial goals. Assess personal and financial opportunity costs associated with financial decisions. Implement a plan for making personal financial and career decisions.
- Identify the main components of wise money management. Create a personal balance sheet and cash flow statement. Develop and implement a personal budget.
- Identify the major taxes we pay. Calculate taxable income. Prepare a federal income tax return. Select appropriate tax strategies.
- Identify commonly used financial services. Compare the types of financial institutions. Assess various types of saving plans. Evaluate different types of payment methods.
- Analyze advantages and disadvantages of using consumer credit. Assess the types and sources of consumer credit. Determine whether you can afford a loan and how to apply for credit. Determine the cost of credit by calculating interest using various interest formulas. Develop a plan to protect your credit and manage your debts.
- Identify strategies for effective consumer buying. Implement a process for making consumer purchases. Describe steps to take to resolve consumer problems. Evaluate legal alternatives available to consumers.
- Assess costs and benefits of renting. Implement the home-buying process. Determine costs associated with purchasing a home. Develop a strategy for selling a home.
- Identify types of risks and risk management methods and develop a risk management plan. Assess the insurance coverage and policy types available to homeowners and renters. Analyze the factors that influence the amount of coverage and cost of home insurance. Identify the important types of automobile insurance coverage. Evaluate factors that affect the cost of automobile insurance.
- Recognize the importance of health insurance in financial planning. Analyze the costs and benefits of various types of health insurance coverage as well as major provisions in health insurance policy. Assess the trade-offs of different health insurance plans. Evaluate the differences among health care plans offered by private companies and by the government. Explain the importance of disability income insurance in financial planning and identify its sources. Explain why the costs of health insurance and health care have been increasing.
- Define life insurance and determine life insurance needs. Distinguish between the types of life insurance companies and analyze various life insurance policies these companies' issue. Select important provisions in life insurance contracts and create a plan to buy life insurance. Recognize how annuities provide financial security.
- Explain why you should establish an investment program. Describe how safety, risk, income, growth, and liquidity affect your investment program. Identify the factors that can reduce investment risk. Understand why investors purchase government bonds. Recognize why investors purchase corporate bonds. Evaluate bonds when making an investment.
- Identify the most important features of common and preferred stock. Explain how you can evaluate stock investments. Analyze the numerical measures that cause a stock to increase or decrease in value. Describe how stocks are bought and sold. Explain the trading

techniques used by long-term investors and short-term speculators.

- Describe the characteristics of mutual fund investments. Classify mutual funds by investment objective. Evaluate mutual funds. Describe how and why mutual funds are bought and sold.
- Analyze your current assets and liabilities for retirement and estimate your retirement living costs. Determine your planned retirement income and develop a balanced budget based on your retirement income. Analyze the personal and legal aspects of estate planning. Distinguish among various types of wills and trusts.

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## Business: General

### **BGEN105**

**F, 3 credits**

#### **Introduction to Business**

##### **Core III**

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.

##### Student Learning Outcomes:

- Identify and discuss the stakeholders of business and the components of the business environment including social, legal, economic, technological, governmental, ethical and international influences;
- Define and explain the functions and features of the core components of a business enterprise including accounting, finance, law, operations, human resources, information technology and marketing;
- Demonstrate a working knowledge and vocabulary of basic business terms, concepts, and practices;
- Demonstrate effective business communication, team, problem solving, critical thinking, analysis and learning skills

### **BGEN235**

**S, 3 credits**

#### **Business Law**

This course examines the legal environment faced by the members of the business community with a

focus on business transactions. Topics include the basic outline of the legal system, the topics of contract law and commercial transactions: including employment obligations, contracts, property owners, business organizations, and lenders and borrower's protections under bankruptcy law.

##### Student Learning Outcomes:

- Identify the origins and sources of contemporary American law and describe the classifications of the law
- Identify the structure of state & federal court systems
- Identify the importance of ethics in the business environment
- Define and categorize the common intentional, business, negligence & strict liability torts and distinguish between torts and crime
- Define and categorize the types of intellectual properties and how they are created
- Define and discuss the characteristics, advantages and disadvantages associated with each business ownership structure
- Identify and describe the necessary elements and sources of a contract
- Describe how contracts are completed or discharged and identify what injured parties may seek after a contract breach
- Describe the necessary elements of sales and leases.
- Identify and describe the types of laws that protect creditor and debtors, and which allow for bankruptcy.

### **BGEN253**

**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.

##### Student Learning Outcomes:

- Describe the nature and implication of basic principles of statistics and how they play an important role in our daily lives.
- Organize and summarize data and represent graphically the important information contained in a data set.
- Compute numerical quantities that measure the central tendency and dispersion of a set of data.



- Understand the basic properties of probability.
- Determine probabilities using postulates, rules of probability and various probability distribution tables.
- Distinguish between discrete and continuous variables.
- Compute the mean and standard deviation of a probability distribution.
- Test hypotheses by using the appropriate distribution and constructing confidence intervals about means, standard deviations, and proportions.
- Use methods for estimating some population parameters.
- Understand and apply the basic concepts of statistical inference to the decision making process.
- Fit a least-square line to a set of data and interpret the coefficient of correlation.
- Use a statistical software package in performing statistical computations.

**BGEN298** **F/S, 0.5-10 credits**  
**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.

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**Business: Management**

**BMGT210** **S, 3 credits**  
**Small Business Entrepreneurship**

The course provides students with the basics of management through the study of the problems and procedures involved in organizing, planning, directing, and controlling a small business. Students apply this knowledge by writing a business plan using the basic building blocks of conceptualizing and starting a business.

Student Learning Outcomes:

- Link content areas of Accounting, Marketing, Advertising, Management, Business Law and other fundamental business principles to the feasibility analysis of an identified business opportunity.
- Organize the analyses of the identified opportunity in a business model
- Compile the analyses of the business model in a written formal business plan.
- Prepare an oral and graphic presentation of the business plan for an audience of potential investors

**BMGT215** **S, 3 credits**  
**Human Resource Management**

This course provides an introduction to various functions within the human resource management field. Course looks at staffing, employee relations, compensation, benefits, EEO/ADA/diversity, labor relations, organizational development, training, management and development. The course also looks at major legislation affecting the essential functions in Human Resource Management.

Student Learning Outcomes:

- Define human resource management terminology;
- Describe the human resource functions of planning, recruitment, selection, development, appraisal, and compensation;
- Discuss current laws impacting human resource compliance, employment, and labor relations;
- Demonstrate an understanding of job analysis and design, job specifications and, job descriptions;
- Explore effective discipline systems and legal termination procedures and define employment at will;
- Describe the relationships between and importance of employee compensation (wages and benefits) and performance;
- Describe the collective bargaining process and labor relations.

**BMGT225** **F, 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.

Student Learning Outcomes:

- Demonstrate an understanding of the strategic approach to staffing including staffing models, importance of planning, analysis, and compliance
- Differentiate between staffing activities of recruitment and selection from both the organizational and candidate perspective
- Analyze human resource activities designed to integrate new employees in to the organization
- Explain employee retention, its importance in driving success in organizations and specific activities which are effective in small business
- Evaluate recruitment methods and sources for effectiveness
- Assess HR processes and/or procedures to insure legal and regulatory compliance in regards to recruiting and selection
- Differentiate level of gravity and legal implications for a variety of recruiting and selection conflict issues or situations

**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.

Student Learning Outcomes:

- Identify the purposes and methods of analysis used to guide training and development and performance management in business organizations
- Demonstrate knowledge of performance management including clarification of objectives, standards, monitoring, and review used by managers to guide employee work success
- Develop and implement a workforce training which incorporates assessment, goal setting, development of training materials, identification of the trainer, delivery and evaluation of the program

- Explain the linkage between the objectives of training and development and performance management to the strategic goals of a business organization
- Differentiate difficulties, barriers, and rewards associated with training, organizational development and change management
- Conduct an employee evaluation using the 360 degree process

**BMGT227** **F, 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.

Student Learning Outcomes:

- Explain key concepts and theories about compensation.
- Conduct & interpret basic statistical analysis on compensation data.
- Identify how workers behave strategically in response to the structure of, and changes in, the compensation system.
- Explain how the various features of compensation systems influence the composition of workers attracted to the firm.
- Describe how the various features of compensation systems influence retention and turnover.
- Identify the key issues of performance measurement for the purpose of compensation.
- Differentiate the relationship between compensation and other aspects of the HR function.
- Explain the implications of the legal and institutional landscape for compensation systems.
- Assess HR processes and/or procedures to insure legal and regulatory compliance in regards to compensation.
- Differentiate level of gravity and legal implications for a variety of compensation issues and/or situations.

**BMGT228** **S, 3 credits**  
**Issues in 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.

Student Learning Outcomes:

- Explore the topic of Business Ethics and the importance of ethics that applies specifically to Human Resources in small business.
- Identify strategies small business can use to demonstrate social citizenship.
- Analyze social issues which impact the working environment and identify possible solutions to these problems.
- Demonstrate an understanding of the importance of managing a diverse workforce in a legal and ethical manner.
- Explain the implications of existing state and federal employment laws on the small business environment.

**BMGT235**  
**Management**

**F, 3 credits**

Student Learning Outcomes:

- Explain general concepts of management.
- Describe planning and goal setting in the decision making process.
- Explain how motivation and communication are essential management skills.
- Identify and explain the importance of teamwork.
- Describe the difference between leadership and management.

**BMGT237**  
**Human Relations in Business**

**F, 3 credits**

This course focuses on the study of human behavior in work and life situations and the use of effective communication in the business environment. This course will include organizational issues, the ability to work with people, and how to deal with problems rationally. Building empathy and establishing rapport toward behavioral patterns and distinct ways of thinking, feeling and acting are additional topics explored.

Student Learning Outcomes:

- Develop an understanding of how people behave in an organizational setting
- Identify the importance of goals and goal setting

- Solve problems with creative solutions
- Manage stressful situations
- Demonstrate effective communication techniques
- Demonstrate how to get along with supervisors and co-workers
- Define the concept of business ethics
- Develop effective work habits
- Discuss the role of technology in today's environment

**BMGT290**  
**Practicum**

**S, 3 credits**

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.

Student Learning Outcomes:

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**Business: Marketing**

**BMKT225**  
**Marketing**

**F, 3 credits**

This course covers fundamental marketing terminology, concepts and strategies including product development, consumer behavior, research, target markets, pricing, channels of distribution, promotion and marketing plans. A specific point of emphasis is new marketing trends in today's electronic commerce and social media environments.

Student Learning Outcomes:

- Define and demonstrate knowledge of marketing concepts and strategies that offer value to consumers from a variety of enterprises and organizations.
- Explain the constraints of the marketing environment and social responsibility. Assess ethical implications relating to marketing strategies and their practical applications.
- Describe the concepts market, market segment and target market and their importance to an overall marketing
- Identify the importance of a competitive advantage.
- Analyze marketing concepts including product offerings, price determination, communications,

and distribution (including wholesaling and retailing).

- Illustrate the concept of consumer buying behavior.

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## 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.

### 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.

Student Learning Outcomes:

- Increase understanding of concepts and skills relevant to psychopharmacology including drug classifications, effects, detoxification, and withdrawal.

### 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.

Student Learning Outcomes:

- Understand chemical dependency and addiction counseling.
- Identify the meaning behind the 12 steps of Alcohol Anonymous or Narcotics Anonymous and be able to describe the ways in which support groups may be utilized in the treatment of chemical dependency.
- Gain an understanding of the connection between trauma and addiction.
- Define the following terms as they apply to the treatment of chemical dependency: abuse, addiction, dependency, enabling, codependent, denial, confrontation, intervention, detoxification, DT's, withdrawal, relapse.
- Describe special issues faced by females and parents in the treatment process.
- Identify special issues related to HIV and treatment of chemical dependency.
- Describe the addictive process as it affects family structure and the roles characteristically assumed by family members in the presence of addiction.
- Recognize personal values and biases regarding substance use and abuse, and to distinguish these from empirical data. In addition, the student will be able to describe how these values and biases may affect the treatment process.
- Understand how spirituality and healing contribute to sobriety.
- Identify special issues in adolescent treatment.
- Gain intervention techniques with the dual diagnosed client.
- Learn, develop and practice skills, techniques, and strategies specific to addiction counseling.
- Identify special issues affecting minority populations in the prevention, identification and treatment of chemical dependency.

### 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.

Student Learning Outcomes:

- Identify and classify traditional offline gambling and gaming addictions
- Identify and classify gambling and gaming addictions



- Create Assessment Summaries and Master Treatment Plans for gambling/gaming
- Based on assessment and treatment plans, form treatment strategies for gambling/gaming
- Demonstrate the principles of professional documentation through supporting documentation and progress notes in a simulated case file

**CAS254** **S, 2 credits**  
**Co-occurring Disorders-Assessment & Treatment Planning**

This course examines commonly co-occurring psychological conditions that often exist with people with addictions.

Student Learning Outcomes:

- Increase understanding of concepts and skills relevant to commonly co-occurring psychiatric conditions and treatment options
- Increase understanding of the relationship between addictions and symptoms of co-occurring psychiatric disabilities
- List the characteristic symptoms of people with addictions and co-occurring psychiatric disabilities
- Increase understanding of co-occurring effects, interactions, and complications in treatment

**CAS256** **F/Alt Yr, 3 credits**  
**Addiction Counseling II**

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.

Student Learning Outcomes:

- Understand chemical dependency and addiction counseling
- Respond to diversity issues
- Gain an understanding of the connection between substances and their effects on users

- Define the counseling process and progression from assessment to diagnosis, treatment to relapse prevention, recovery maintenance and support at all levels of service
- Describe special issues faced by families with members in the treatment process
- Identify special issues related to loss and grief in the treatment of chemical dependency
- Define successful group dynamics and processes in addictions counseling
- Recognize available and effective aftercare support services and how to refer clients to them
- Understand how spirituality and healing contribute to sobriety
- Review professional issues and apply them to their pursuit of licensing and practice
- Identify professional self-care issues and apply to themselves

**CAS260** **F, 4 credits**  
**Addiction Assessment/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.

Student Learning Outcomes:

- Apply, score, interpret and use the results of appropriate assessment instruments such as SUDDS, SASSI3, MAST, MSE.
- Apply the DSM5, ASAM PPC 2R, MSE, BioPsychoSocial Interview, other available diagnostic instruments on a simulated client.
- Create Assessment Summaries and Master Treatment Plans.
- Demonstrate the principles of documentation in their development of Assessment Summaries and Master Treatment Plans along with their supporting documentation and progress notes in a simulated case file.

**CAS262** **S, 2 credits**  
**Addiction Treatment and Documentation**



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.

Student Learning Outcomes:

- Understand comprehensive treatment planning for more than 40 different presenting problems
- Write treatment plans for all categories and phases of addiction
- Define plans for acute intoxication and phases of addiction
- Address biomedical conditions and complication issues
- Plan for treatment for behavioral, cognitive and/or emotional conditions and complications
- Identify readiness to change and treatment resistance issues and plan accordingly
- Assess relapse potential and formulate relapse prevention plans
- Address recovery issues including living environment, occupational obstacles, parent-child problems, partner relationships, and peer group negativity
- Demonstrate the ability to employ behavioral problem definitions
- Establish appropriate long term goals
- Develop achievable short term objectives
- Write matching therapeutic interventions for each objective
- Understand previous DSM-IV diagnoses
- Write DSM-5 diagnoses into contemporary treatment plans

**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.

Student Learning Outcomes:

- Demonstrate an understand the ethical and legal considerations specifically related to the practice of addiction counseling (CACREP,

Section III, A., 2) and demonstrate the ability to apply and adhere to ethical and legal standards to addiction counseling (CACREP, Section III, B.1).

- 2. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations of addicted clients (CACREP, III. F. 3).
- 3. Demonstrate the ability to provide culturally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process (CACREP, III. D.7).
- 4. Develop and demonstrate an ability to advocate for policies, programs, and/or services that are equitable and responsive to the unique needs of clients with addictions (CACREP, III. D.9).
- 5. Practice maintaining information regarding community resources (including self-help and other support groups) for the purpose of providing appropriate referrals when necessary (CACREP, III. D. 6; III. F.1).
- 6. Demonstrate the ability to recognize students' own cultural composition and the influence of such cultural dynamics on their counseling with clients affected by addictions. Furthermore, students will explore their own limitations as addiction counselors and develop a plan including supervision and/or referral procedures when appropriate (CACREP, III. D.9).
- 7. Demonstrate an ability to understand and identify interventions and techniques for working with clients who struggle with co-occurring disorders (CACREP, K.2).

**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.

Student Learning Outcomes:

- Identify the various models of addiction and choose the primary model
- Describe the different phases of addiction

- Understand the roles addiction counselors take for different categories and phases of addiction
- Define the process and purposes of cognitive therapy
- Identify ethical issues and applications in addiction counseling
- Understand how cognitive therapy and the 12-step processes are integrated to assist recovery
- Describe how cognitive behavioral 12-step approach benefits clients
- Define how to integrate motivational interviewing into the cognitive behavioral 12-step approach
- Identify how these approaches apply to dual-diagnosis clients
- Understand comprehensive counseling process and progression from intake and assessment to diagnosis to treatment to relapse prevention to recovery maintenance and support

**CAS291** **F/S, 0.5-10 credits**

**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, 0.5-10 credits**

**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.

**CAS194/294** **F/S, 0.5-10 credits**

**Workshop**

Concentrated class sessions on a topic for which a particular need has been identified.

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## Chemistry

**CHMY121** **F, 3 credits**

**Intro to General Chemistry**

**Core IV**

**Prerequisite: high school algebra or consent of instructor**

**Co-requisite: CHMY122**

Basic principles of modern chemistry, including measurement, atomic theory and structure, the periodic table, covalent and ionic bonding, nomenclature, stoichiometry, gas laws, solutions, chemical equilibrium, acids/bases, and nuclear chemistry .

**Student Learning Outcomes:**

- The student will use laboratory equipment, apparatus, and chemicals in a safe and effective manner.
- The student will collect data, perform appropriate calculations, and apply the scientific method to experimental situations.
- The student will apply the factor label method for the conversion of units, and be able to record and round measurements to the correct number of significant figures.
- The student will describe the basic properties of matter, including classification and physical states.
- The student will write the electronic configuration of atoms and ions, and will apply the electronic structure of atoms and ions to the periodic table.
- The student will identify, and differentiate between ionic and covalent bonding.
- The student will name simple inorganic compounds and predict their formulas from their names.
- The student will draw Lewis structures of compounds and predict molecular geometry from the Lewis Structures.
- The student will balance chemical equations, and perform basic stoichiometric calculations involving chemical equations.

**CHMY122** **F, 1 credit**

**Intro to General Chemistry Lab**

**Core IV**

**Co-requisite: CHMY121**

Laboratory work to accompany CHMY 121. Gathering and analysis of empirical data, along with laboratory safety and technique, will be emphasized. Additional fee required.

**Student Learning Outcomes:**

- The student will use laboratory equipment, apparatus, and chemicals in a safe and effective manner.

- The student will collect data, perform appropriate calculations, and apply the scientific method to experimental situations.
- The student will apply the factor label method for the conversion of units, and be able to record and round measurements to the correct number of significant figures.
- The student will describe the basic properties of matter, including classification and physical states.
- The student will write the electronic configuration of atoms and ions, and will apply the electronic structure of atoms and ions to the periodic table.
- The student will identify, and differentiate between ionic and covalent bonding.
- The student will name simple inorganic compounds and predict their formulas from their names.
- The student will draw Lewis structures of compounds and predict molecular geometry from the Lewis Structures.
- The student will balance chemical equations, and perform basic stoichiometric calculations involving chemical equations.

**CHMY123** **S, 3 credits**  
**Intro to Organic and Biochemistry**

**Core IV**

**Prerequisite: CHMY121/CHMY122 or equivalent course.**

**Co-requisite: CHMY124**

An introduction to organic chemistry and biochemistry. Topics covered include organic nomenclature, chemical bonding, functional groups, organic reactions, major classes of biological molecules, and metabolism.

**Student Learning Outcomes:**

- The student will demonstrate appropriate use of laboratory equipment, apparatus, and chemicals in a safe and effective manner.
- The student will express appropriate chemical concepts and theory in clear, paragraph form.
- The student will name common hydrocarbons and substituted hydrocarbons using IUPAC and common nomenclature.
- The student will compare and contrast the chemical and physical properties of organic functional groups.
- The student will identify the chemical and physical properties, and describe the

metabolism, of the major classes of biomolecules.

- The student will relate organic and biochemical concepts to situations encountered in everyday life.
- The student will gather experimental data, analyze this data, and use these conclusions to make predictions about the natural world.
- The student will demonstrate increased knowledge and experience that will support future studies in those fields that require a background in organic and biochemistry.
- The student will synthesize a compound from a precursor compound, purify the compound, and analyze the compound for yield and purity.
- The student will use analytical tools such as chromatography and spectrophotometry to isolate and/or analyze organic compounds.
- The student will demonstrate how to find and interpret SDS sheets.

**CHMY124** **S, 1 credit**  
**Intro to Organic & Biochemistry Lab**  
**Core IV**

**Co-requisite: CHMY123**

Laboratory work to accompany CHMY 123.

Laboratory safety and technique will be emphasized. Included are organic synthesis and purification, properties and differentiation of functional groups, and properties and differentiation of biomolecules. Additional fee required.

**Student Learning Outcomes:**

- The student will demonstrate appropriate use of laboratory equipment, apparatus, and chemicals in a safe and effective manner.
- The student will express appropriate chemical concepts and theory in clear, paragraph form.
- The student will name common hydrocarbons and substituted hydrocarbons using IUPAC and common nomenclature.
- The student will compare and contrast the chemical and physical properties of organic functional groups.
- The student will identify the chemical and physical properties, and describe the metabolism, of the major classes of biomolecules.
- The student will relate organic and biochemical concepts to situations encountered in everyday life.

- The student will gather experimental data, analyze this data, and use these conclusions to make predictions about the natural world.
- The student will demonstrate increased knowledge and experience that will support future studies in those fields that require a background in organic and biochemistry.
- The student will synthesize a compound from a precursor compound, purify the compound, and analyze the compound for yield and purity.
- The student will use analytical tools such as chromatography and spectrophotometry to isolate and/or analyze organic compounds.
- The student will demonstrate how to find and interpret SDS sheets.

**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 mathematically intensive approach to general chemistry, Matter & measurement, atomic theory, reactions, stoichiometry, aqueous reactions/stoichiometry, thermochemistry, electronic structure, periodic table, bonding, molecular geometry, and gases.

**Student Learning Outcomes:**

- The student will use dimensional analysis, with proper attention to units and significant figures, to solve chemistry problems.
- The student will name and classify ionic and molecular inorganic compounds.
- The student will determine empirical and molecular formulas for compounds using empirical data.
- The student will balance chemical equations and use stoichiometric relationships and the mole concept to calculate product and reactant amounts.
- The student will identify different types of reactions (for example; precipitation, neutralization, redox) and predict the outcomes of these reactions.
- The student will apply the first law of thermodynamics and the role of energy and enthalpy to chemical reactions and perform thermochemical calculations.
- The student will describe the basic concepts of quantum theory, determine the electron configuration of atoms and ions, and use

periodic trends to make predictions about atomic properties.

- The student will describe theories of chemical bonding and predict the molecular geometry of molecules using VSEPR theory.

**CHMY142** **F, 1 credit**

**College Chemistry Laboratory I**

**Core IV**

**Co-requisite: CHMY141**

Laboratory work to accompany CHMY 141. This course includes basic experiments, which support the concepts covered in CHMY 141. Gathering and analysis of empirical data, along with laboratory safety and technique, will be emphasized. Additional fee required.

**Student Learning Outcomes:**

- The student will use dimensional analysis, with proper attention to units and significant figures, to solve chemistry problems.
- The student will name and classify ionic and molecular inorganic compounds.
- The student will determine empirical and molecular formulas for compounds using empirical data.
- The student will balance chemical equations and use stoichiometric relationships and the mole concept to calculate product and reactant amounts.
- The student will identify different types of reactions (for example; precipitation, neutralization, redox) and predict the outcomes of these reactions.
- The student will apply the first law of thermodynamics and the role of energy and enthalpy to chemical reactions and perform thermochemical calculations.
- The student will describe the basic concepts of quantum theory, determine the electron configuration of atoms and ions, and use periodic trends to make predictions about atomic properties.
- The student will describe theories of chemical bonding and predict the molecular geometry of molecules using VSEPR theory.

**CHMY143** **S, 4 credits**

**College Chemistry II**

**Core IV**

**Prerequisite: CHMY141/CHMY142 or consent of instructor**

**Co-requisite: CHMY144**

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A continuation of CHMY141 including intermolecular forces, solutions, chemical kinetics, chemical equilibrium, acid/base equilibria, thermodynamics, electrochemistry, nuclear chemistry.

Student Learning Outcomes:

- The student will explain the intermolecular attractive forces that determine the properties of the states of matter and phase behavior
- The student will understand colligative properties and their use in determining characteristics of solutions, will perform calculations involving solution concentration, and will describe the concept of solubility and its relation to solution saturation.
- The student will determine the rate of a reaction and its dependence on concentration, catalysts, nature of reactants, and temperature.
- The student will explain reaction mechanisms and how they relate to rate laws.
- The student will determine whether equilibrium has been established and calculate equilibrium concentrations/pressures
- The student will use LeChatelier's principle to predict the effects of concentration, temperature, and pressure changes on equilibrium mixtures.
- The student will apply the principles of equilibrium to aqueous systems and perform calculations involving pH and buffer systems.
- The student will explain the principles of, and perform calculations with, the thermodynamic functions of enthalpy, entropy, and free energy.
- The student will balance oxidation/reduction reactions in acidic and basic solution.
- The student will explain the construction and operation of galvanic and electrolytic electrochemical cells
- The student will determine standard and non-standard cell potentials.
- The student will learn how to safely and effectively work with chemicals and laboratory apparatus and equipment
- The student will gather empirical data and analyze this data to gain an understanding

of the concepts studied in College Chemistry II.

**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.

Student Learning Outcomes:

- The student will explain the intermolecular attractive forces that determine the properties of the states of matter and phase behavior
- The student will understand colligative properties and their use in determining characteristics of solutions, will perform calculations involving solution concentration, and will describe the concept of solubility and its relation to solution saturation.
- The student will determine the rate of a reaction and its dependence on concentration, catalysts, nature of reactants, and temperature.
- The student will explain reaction mechanisms and how they relate to rate laws.
- The student will determine whether equilibrium has been established and calculate equilibrium concentrations/pressures
- The student will use LeChatelier's principle to predict the effects of concentration, temperature, and pressure changes on equilibrium mixtures.
- The student will apply the principles of equilibrium to aqueous systems and perform calculations involving pH and buffer systems.
- The student will explain the principles of, and perform calculations with, the thermodynamic functions of enthalpy, entropy, and free energy.
- The student will balance oxidation/reduction reactions in acidic and basic solution.



- The student will explain the construction and operation of galvanic and electrolytic electrochemical cells
- The student will determine standard and non-standard cell potentials.
- The student will learn how to safely and effectively work with chemicals and laboratory apparatus and equipment
- The student will gather empirical data and analyze this data to gain an understanding of the concepts studied in College Chemistry II.

**CHMY194/294** **F/S, 0.5-10 credits**  
**Seminar/Workshop**

These are concentrated class sessions on a topic for which a particular need has been identified.

**CHMY290** **F/S, 0.5-10 credits**  
**Undergraduate Research**

These courses are directed research or study on an individual basis. Requires the consent of the instructor.

**CHMY291** **F/S, 0.5-10 credits**  
**Special Topics**

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

**CHMY191/292** **F/S, 0.5-10 credits**  
**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.

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## Coaching

**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.

Student Learning Outcomes:

- Development of a personalized coaching style and philosophy.
- Develop the ability to communicate with and motivate student athletes.
- Develop the skills needed to organize and successfully manage a practice and or game.

**COA210** **F, 2 credits**  
**Introduction to Sports Officiating**

This is a survey of games and sports with special emphasis on rules and officiating.

Student Learning Outcomes:

- The candidate will demonstrate introductory knowledge of the rules of various major sports offered in Montana.
- The candidate will demonstrate knowledge of the process of becoming an official in MT.
- The candidate will demonstrate fundamental techniques/mechanics to officiate various major sports offered in MT.

**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.

**COA292** **F/S, 0.5-10 credits**  
**Independent Study**

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

**COA294** **F/S, 0.5-10 credits**  
**Workshop**

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

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## Communications

**COMX111** **F/S 3 credits**  
**Introduction to Public Speaking**  
**Core I or Core II, Category 2**

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.

**Student Learning Outcomes:**

- To understand the “art” of communication better and to build your communication skills. Effective communication written and spoken, increases your opportunities for successful careers, leadership roles, and relationships.
- To build confidence and build competence. If you communicate well you are perceived to be more credible, intelligent, and qualified.
- To familiarize you with some basic principles of effective and ethical public speaking. Ethical public speaking requires the responsible use of information. Gaining knowledge for ethical public speaking also requires academic research and study.
- To give you experience and practice in the use of these principles through class reading materials, class activities and speech presentations.
- To teach you the importance of being a good audience participant in the public speaking process. Learning to give an appropriate and productive critique is as important as learning to give a good speech. The evaluation process helps develop our critical thinking.

**COMX115** **F/S, 3 credits**  
**Intro Interpersonal Communications**  
**Core I or Core III**

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 their own and other people’s attempts at communication.

**Student Learning Outcomes:**

- Distinguish the interpersonal communication context from other communication contexts.
- Understand self-concept and its relationship to interpersonal communication.
- Demonstrate an awareness of the effect of perception on interpersonal communication.

- Critically evaluate and apply appropriate emotional expression in interpersonal interactions.
- Demonstrate an understanding of the impact of language on relationships.
- Demonstrate an understanding of the impact of nonverbal communication on relationships.
- Demonstrate effective listening and response strategies.
- Recognize and describe appropriate strategies for self-disclosure.
- Analyze conflict situations and propose approaches for conflict management and resolution.
- Illustrate understanding of gender and cultural influences on interpersonal communication.
- Recognize concepts of relationship dynamics.
- Demonstrate understanding of the link between technology and interpersonal communication.

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## Computer Applications

**CAPP131** **F/S, 3 credits**  
**Basic MS Office**  
**(Campus Degree Requirement)**

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.

**Student Learning Outcomes:**

- To teach the fundamentals of Microsoft Windows 8, Microsoft Word 2013, Microsoft PowerPoint 2013, Microsoft Excel 2013, and Microsoft Access 2013
- To expose students to practical examples of the computer as a useful tool
- To acquaint students with the proper procedures to create documents, presentations, worksheets, and databases suitable for coursework, professional purposes, and personal use
- To help students discover the underlying functionality of Office 2013 so they can become more productive
- To develop an exercise-oriented approach that allows learning by doing

**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.

Student Learning Outcomes:

- Creating and customizing documents;
- Format text, paragraphs, headers and footers;
- Insert and manipulate illustrations, graphical text and text boxes;
- Create, modify and insert tables and lists;
- Insert and format references and captions;
- Merge documents and data sources;
- Review, navigate and merge documents;
- Manage tracked changes and comments;
- Create macros, templates and forms;
- Sharing and securing content.

**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.

Student Learning Outcomes:

- Working with cells
- Edit, move, copy, delete cell contents.
- Work with AutoFill, AutoSum and AutoFormat features
- Locate and open existing workbooks, save, create folders, and use templates
- Apply formatting to worksheets
- Insert and delete, hide and unhide, and freeze and unfreeze rows and columns
- Use Paste Function and formula palette
- Use date and financial functions
- Hide, display, and customize toolbars.
- Record, run, and edit macros.

**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.

Student Learning Outcomes:

- Describe databases and database management systems.
- Design a database to eliminate data redundancy.
- Create and modify database objects such as tables, queries, forms, and reports.
- Integrate Access with other application programs.
- Use macros to automate database tasks.

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## Computer Science/Programming

**CSCI112**

**F/S, 3 credits**

**Programming with C**

**Prerequisite: Prior programming experience**

This course emphasizes top-down design, modularity, efficiency, and robustness. Students use the C-programming language and are introduced to Java and object-oriented concepts.

Student Learning Outcomes:

- Design and implement programs that are up to a couple hundred lines long using C;
- Know basic program specification and modular design techniques;
- Explain and be able to use data types, variables, constants, assignment statements, and arithmetic and boolean expressions in writing programs;
- Explain and be able to use control structures for selection, branching, and looping;
- Know how to use C library functions and create user-defined functions that pass parameters by value and by reference;
- Read and write data to text files;
- Use one- and two-dimensional arrays and structures.

**CSCI191/291**

**F/S, 0.5-10 credits**

**Special Topics**

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

**CSCI194/294**

**F/S, 0.5-10 credits**

**Workshop**

Concentrated class sessions on a topic for which a particular need has been identified.

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## 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 (29CFR 1926), safety protocol, and use of personal protective equipment. Additional fee required.

Student Learning Outcomes:

- Summarize OSHA in workplace safety
- Utilize personal protective safety equipment
- Demonstrate safe and correct use of underground locating equipment, hand and power tools

### **CORR102** **F, 3 credits** **Introduction to Corrosion**

Introduces the fundamentals of corrosion including causes of common corrosion problems, environments in which corrosion occurs, methods of controlling corrosion and corrosion testing and monitoring. Additional fee required.

Student Learning Outcomes:

- Summarize components of a corrosion system
- Use terminology of a corrosion system
- Demonstrate knowledge of corrosion theory

### **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.

Student Learning Outcomes:

- Apply safety practices while working with pipeline cathodic protection rectifiers.
- Apply DC electronic terminology, schematic symbols, units of measure, and standards.
- Measure voltage and current to adjust cathodic rectifier output using DVM and VOM.
- Adjust cathodic rectifier performance using appropriate mathematical formulas such as Ohm's Law and Kirchoff's Law.

- Perform simple DC analysis using scientific calculation, DVM's and VOM's.

### **CORR104** **F, 3 credits** **Coatings and Linings**

This course will address the science, types, applications, 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.

Student Learning Outcomes:

- Apply theoretical and practical aspects of coatings and linings to prevent, control, and repair corrosion
- Apply techniques of corrosion control
- Identify coating defects and failures
- Apply standards in surface preparation, application, inspection and testing of coatings
- Adhere to safety requirements pertaining to coating material and the coating process

### **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, test instruments and measuring devices, and electrical distribution systems. Additional fee required.

Student Learning Outcomes:

- Apply safety practices while working with AC electricity
- Apply AC electricity terminology, theory, symbols, units of measure, standards, and formulas
- Use test instruments and measuring devices
- Analyze AC generators, voltage regulators, motors and transformers
- Analyze electrical distribution systems, safety features, and problems specific to pipelines

### **CORR106** **S, 4 credits** **Cathodic Protection (3cr lecture/1cr lab)**

Provides a 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.



Student Learning Outcomes:

- Summarize types of cathodic protection
- Illustrate cathodic protection design considerations
- Operate and maintain cathodic protection instruments
- Apply principles of corrosion to the design, operation and maintenance of pipeline corrosion control systems

**CORR107** **S, 4 credits**

**Corrosion Technology (3cr lecture/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, and remedial actions. Additional fee required.

Student Learning Outcomes:

- Apply the failure analysis process
- Examine industry specific corrosion case studies

**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.

Student Learning Outcomes:

- Adhere to safety standards
- Document rectifier data
- Monitor and maintain rectifiers and related equipment
- Perform troubleshooting as needed

**CORR209** **F, 4 credits**

**Internal Corrosion Control**

Explores 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.

Student Learning Outcomes:

- Employ monitoring methods for internal corrosion
- Employ a troubleshooting process
- Apply methods for mitigating internal corrosion

- Develop documentation and reporting writing skills
- Support Pipeline Integrity Management systems
- Demonstrate organized, deductive, logical thinking

**CORR210** **S, 4 credits**

**Diagrams, Schematics, and GIS**

Develops skills in reading, interpreting, and using maps, diagrams, and schematics.

Student Learning Outcomes:

- Develop literacy skill for 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.

Student Learning Outcomes:

- Employ a troubleshooting process
- Develop documentation and report writing skills
- Demonstrate organized, deductive, logical thinking

**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.

Student Learning Outcomes:

- Apply metallurgy terminology
- Differentiate between ferrous and nonferrous metallurgy
- Identify desirable materials properties
- Describe metallurgical processes and the effects of those processes on metals
- Measure properties of metals and alloys

**CORR214** **F, 3 credits**

**Atmospheric Corrosion**

Explores problems of atmospheric corrosion with emphasis on corrective measures.

Student Learning Outcomes:



- Explore solutions to problems associated with atmospheric corrosion
- Demonstrate selection, preparation, application, and maintenance procedures for addressing atmospheric corrosion
- Apply industry standards to corrosion control

**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.

Student Learning Outcomes:

- Adhere to industry codes, standards and regulations associated with pipeline monitoring
- Complete appropriate field survey documentation and paperwork
- Perform corrosion surveys
- Adhere to field safety rules and practices
- Maintain field test equipment

**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.

Student Learning Outcomes:

- Apply concepts, principles and skills of corrosion technology
- Investigate emerging trends, technology, certifications, and/or issues in corrosion technology
- Demonstrate effective work habits, behaviors, and attitudes

**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.

**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.

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## Creative Writing

**CRWR240** **F/S, 3 Credits**

**Intro to Creative Writing**

**Core I or 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.

Student Learning Outcomes:

- Demonstrate knowledge and awareness of conventions, terminology, and concepts of specified genres and apply that knowledge to their own creative writing
- Engage in a process-based model of writing creative works, including significant revision
- Participate in peer-review to constructively critique their own work and the work of others

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## 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.

Student Learning Outcomes:

- Examine the components, activities, and procedures followed in the law enforcement, adjudication and post-conviction processes in American justice and society. Montana University System competency: a.) Discuss how the American system of criminal justice is structured, organized, and administered. b.) Compare and contrast the roles and functions of the various practitioners within the criminal justice system.
- Compare and contrast the interaction and organization of federal, state and local agencies that are components of the criminal justice process. MUS competency: a.) Explain the interrelated and interdependent nature of the major components of the criminal justice system. b.) Identify the juvenile justice system and evaluate how it is both similar to, but distinguished from, the adult criminal justice system.
- Analyze and evaluate key periods in the historical evolution and development of policing, courts, and corrections.
- Identify and assess various court decisions that have contributed to criminal justice in the United States and evaluate their impact on the functioning of law enforcement, adjudication, and post-conviction processes. MUS competency: a.) Identify and assess the major Constitutional Amendments that impact the criminal justice system (4th, 5th, 6th, 8th, and 14th Amendments).
- Assess future trends in law enforcement, adjudication and post-conviction processes.

### **CJUS125**

**S, 3 credits**

#### **Fund of Forensic Science**

#### **Core IV**

An overview of principles, practices, concepts and theories applicable to scientific investigation procedures of law enforcement agencies and the criminal justice system.

#### Student Learning Outcomes:

- Demonstrate and articulate the evolution of searching and securing a crime scene and protecting evidence.
- Evaluate the techniques and importance of documenting the investigative process and evidence chain of custody.
- Explain and apply forensic theories and concepts.

- Analyze constitutional issues that govern criminal investigations and development of scientific evidence.
- Review the classification and elements of different types of physical evidence and associated crimes.

### **CJUS200**

**F, 3 credits**

#### **Principles of Criminal Law**

Criminal Law is the study of the development of criminal liability. Class covers limitations of liability, the basic requirements of an act and intent, inchoate offenses, crimes against persons, crimes against property and public order.

#### Student Learning Outcomes:

- Analyze the Source of Criminal Law, Limitations on Criminal Liability including defenses and affirmative defenses;
- Understand and develop the elements of a crime, including effect on persons, property, and public order.
- The student shall demonstrate a clear understanding of constitutional protections, a clear understanding of “act” and “intent” as related to crimes ;
- Demonstrate an understanding of liability issues and demonstrate an ability to identify and understand defenses including the difference in affirmative defenses.
- The Student shall further be able to demonstrate knowledge of legal language, the knowledge of the function of law enforcement personnel as well as communicate in writing an analysis of a fact pattern that demonstrates all of the above.
- This course will assist the Student in describing the areas of criminal law that are vital to the implementation of justice;
- Describing the role of criminal law in the protection of society.

### **CJUS208**

**S, 3 credits**

#### **CJ Ethics and Leadership**

Ethics and leadership area addressed in relation to how they integrate and interrelate to criminal justice personnel. Students will develop leadership capabilities, problem-solving skills, and understand the importance of making ethical decisions.

#### Student Learning Outcomes:

- Define major concepts in ethics, distinguish between ethical and unethical conduct and

describe the consequences of unethical behavior.

- Describe various ethical theories, leadership theories, and leadership qualities and competencies.
- Analyze the context for community policing within the framework of ethical leadership.
- Identify various criminal justice codes of ethics and explain their relevancy to the duty and conduct of criminal justice personnel.
- Explain how to make ethical decisions using problem-solving techniques.
- Describe some of the ethical challenges that police officers, prosecutors, defense attorneys, judges, corrections officers and other criminal justice personnel face on an on-going basis.
- Describe discretion and explain its impact on ethical decision-making.
- Explain how ethics is necessary in all facets of the criminal justice organization.
- Develop a framework in which they will be able to resolve ethical dilemmas, which are consistent with ethical guidelines for the criminal justice professions.

### **CJUS215**

**S, 3 credits**

#### **CJ Community Relations**

This course will examine the relationship and attitudes among all components of the criminal justice system and the community. Elements that influence how the community and the criminal justice system.

#### Student Learning Outcomes:

- Define community, describe its components, and explain the role of the criminal justice system within the community.
- Define justice and describe the different types of justice (civil, distributive, restorative, and social).
- Compare and contrast human relations, public relations, community relations, police-community relations and community policing.
- Describe specific types of community relations and crime prevention programs and discuss their effectiveness.
- Analyze how the use of discretion can create community relations challenges for the various criminal justice components (courts, corrections, and law enforcement).
- Discuss how stress and other “hazards” of working within the criminal justice system

(police, corrections) impact the self-image and behavior of criminal justice professionals.

- Explain the importance of understanding the cultural context of community relations and describe strategies for improving community relations in diverse communities.
- Identify the various special populations (i.e., the young, elderly, homeless, disabled, mentally ill, etc.) that create concerns for the criminal justice system.
- Explain the importance of communication with respect to community relations.
- Describe how to communicate through appropriate channels in a group.

### **CJUS220**

**F, 3 credits**

#### **Introduction to Corrections**

##### **Core III**

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.

#### Student Learning Outcomes:

- Examine the role of corrections in the criminal justice system and as an agency of social control.
- Describe the history and evolution of corrections.
- Describe and explain the differences among local jails, state prisons, community corrections, public and private institutions, and the federal corrections.
- Analyze various correctional institutions in the United States and assess their similarities and differences in dealing with the criminal offender.
- Describe and evaluate the rights of prisoners and ex-offenders.
- Describe how the corrections process builds upon, and is influenced by, other criminal justice agencies and activities.
- Identify and distinguish the different areas of the correctional process, to include probation, community-based corrections, institutional-based corrections, parole, intermediate sanctions, and alternative sentences.
- Differentiate the various procedures for dealing with male, female, juvenile and special category offenders.

### **CJUS221**

**F, 3 credits**

#### **Profiling Violent Crime**

**Profiling Violent Crime** examines the theories of crime causation in relationship to criminal profiling. Studies include the investigation of serial killers, their motivations, behaviors, and identification of psychological and sociological explanations related to violent criminal acts.

Student Learning Outcomes:

- Examine the development and need for psychological profiling in the investigation of violent crime.
- Examine the development and history of the FBI Behavioral Analysis Unit and the requirements to submit a case to the FBI for analysis and profiling
- Examine and understand the importance of the crime scene and what actual behavioral indicators are within the scene itself.
- Understand and examine the various sociological, psychological, and crime scene factors that affect the profile and the development of a violent criminal
- Understand what materials the BAU requires for a profile and when the request for a profile should be requested.
- Review and develop profiles of actual cases from the instructors file.

**CJUS231** **S, 3 credits**  
**Criminal Evidence and Procedure**

Covers the general rules of evidence and the use of. Emphasis will be placed on the concepts of Probable Cause—necessary for arrests, searches and seizures—and Reasonable Suspicion—necessary for stops and frisks.

Student Learning Outcomes:

- Explain major procedural law concepts including probable cause, reasonable suspicion, laws of arrest, search and seizure, interrogation, stop and frisk, identification procedures, evidence collection, and the exclusionary rule;
- Identify principles of the U.S. Constitution and explain how landmark decisions are closely integrated with criminal procedure;
- Describe the U.S. Supreme Court's role in interpreting criminal statutes and guaranteeing constitutional rights to criminal defendants;
- Explain how the 1st, 4th, 5th, 6th, 8th, and 14th Amendments influence the criminal justice system.

**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.

Student Learning Outcomes:

**CJUS236** **F/S, 3 credits**  
**Intro to Research Methods in Criminal Justice**

This course introduces students to research methods for criminal justice. Including the study of methodologies of data collection and analysis, the logic of research, the role of theory, measurement, sampling and research design.

Student Learning Outcomes:

- Define research; explain and apply research terms; describe the research process and the principle activities, skills and ethics associated with the research process.
- Explain the relationship between theory and research.
- Describe and compare the major quantitative and qualitative research methods in criminal justice and social research.
- Propose a research study and justify the theory as well as the methodological decisions, including sampling and measurement.
- Describe the importance of research ethics and integrate research ethics into the research process.
- Assess a published journal article that uses one of the primary research methods in the field.
- Construct an effective questionnaire that employs several types of survey questions.
- Construct an effective research proposal that will serve as the launching point for a research study developed in the course.

**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.

Student Learning Outcomes:

- Differentiate between the functions and roles of the various court systems, understanding the

original and appellate jurisdiction of each level of the judiciary;

- Articulate the roles, responsibilities, limitations and professional obligations of each of the court's "work group" participants;
- Describe the application of the law of criminal procedure as it relates to both the pre-trial, as well as, the jury or court trial process;
- Recognize the court's responsibility to continually balance the rights afforded to individual citizens and society's concern for protection, safety and social order, and differentiate between facts and opinion.

**CJUS290** **F/S, 0.5-10 credits**  
**Undergraduate Research**

These courses are directed research or study on an individual basis. Requires the consent of the instructor.

**CJUS191/291** **F/S, 0.5-10 credits**  
**Special Topics**

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

**CJUS194/294** **F/S, 0.5-10 credits**  
**Seminar/Workshop**

Concentrated class sessions on a topic for which a particular need has been identified.

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## **Criminal Justice/Law Enforcement**

**CJLE105** **F, 3 credits**  
**Police Patrol Procedures**

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.

Student Learning Outcomes:

- Explain the major function of law enforcement in America;
- Articulate the operations of law enforcement and the different functions of law enforcement;
- Acquire the skills to complete practical exercises that law enforcement officers will encounter in the field.

**CJLE108** **S, 3 credits**  
**Traffic Accident Investigation**

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.

Student Learning Outcomes:

- Describe and define common terms of Montana Traffic and Criminal Code Annotated;
- Accurately measure an accident scene;
- Accurately reproduce a technical scale of drawing of an accident scene;
- Distinguish between primary and secondary damage to a vehicle.

**CJLE110** **S, 1 credit**  
**Interviewing and Interrogation**

This course 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.

Student Learning Outcomes:

- Describe and demonstrate the importance of gestures and their usefulness when determining truthfulness.
- Describe and demonstrate the procedures for conducting a good interview.
- Identify the reasons suspects confess to a crime.
- Describe and demonstrate the difference between interview and interrogation tactics.
- Describe and demonstrate the usefulness of different tactics in both interviews and interrogation in relationship to the crime and suspect personalities.

**CJLE200** **F, 5 credits**  
**Reserve Officer Training**

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.

Student Learning Outcomes:

- Identify and Explain the requirements to serve as a reserve police officer in the State of Montana;



- Demonstrate proficiency in the areas of instruction mandated by MCA 7-32-214 including, but not limited to: ethics and professionalism; criminal law, laws of arrest, and criminal evidence; administration of criminal law; communications, reports, and records; crime investigations; interviews and interrogations; patrol procedures; crisis intervention; police, human and community relations; juvenile procedures; crowd control and defensive tactics; firearms; and, First Aid and CPR.

**CJLE209** **S, 3 credits**  
**Criminal Investigation**

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.

Student Learning Outcomes:

- Give the students a good foundation in the different aspects of crime scene investigation as it relates to law enforcement.
- Give the students a good foundation evidence collection and preservation.
- Give the students the ability to determine what is the necessary protocol in crime scene analysis, investigation, and preservation of evidence.
- Give the students the practical skills necessary to complete the job of a law enforcement officer in regards to crime scenes.

**CJLE191/292** **F/S, 0.5-10 credits**  
**Independent Study**

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

**CJLE194/294** **F/S, 0.5-10 credits**  
**Seminar/Workshop**

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.

**CJLE198/298** **F/S, 0.5-10 credits**  
**Cooperative Education/Internship**

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.

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## Dance

**DANC191** **F/S, 0.5-10 credits**  
**Special Topics**

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

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## 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.

Student Learning Outcomes:

- Examine the characteristics and uses of assessment for young children, families, staff and programs.
- Examine and critique different assessment methods, tools and strategies.
- Develop and implement assessment plans.

**EDEC108** **F, 2 credits**  
**Introduction to Early Childhood Education**

Introductory course to early childhood education and the childcare profession including childcare programs and options.

Student Learning Outcomes:

- Identify personal attributes and characteristics of a childcare professional.
- Identify career possibilities in the childcare field.

- Identify responsible/ethical professional child care skills
- Describe child growth and development for infants, toddlers, preschoolers and school age children.
- Describe how to nurture physical, intellectual, emotional, social and moral development in young children.
- Identify factors that promote quality in a childcare program.

**EDEC130** **S, 4 credits**  
**Health, Safety, and Nutrition in Early Childhood (integrated lab)**

This course explores the importance of nutritional needs, principal health issues and safety considerations that help early childhood professionals provide an environment in which children can grow and develop to their full potential. Additional fee required.

Student Learning Outcomes:

- Demonstrate knowledge for providing a safe and secure environment that is essential for proper developmental growth.
- Demonstrate knowledge in the maintenance of an environment, which promotes physical, nutritional, dental and mental health.
- Demonstrate knowledge of preventative safety, health, and emergency measures including handling emergencies, accidents, and injuries appropriately when they occur.
- Demonstrate knowledge in assisting children to develop personal health and safety skills.
- Develop an appropriate and nutritional meal plan for young children.
- Demonstrate knowledge of indoor and outdoor areas and that they should be free of dangerous conditions

**EDEC191/291** **F/S, 0.5-10 credits**  
**Special Topics**

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

**EDEC194/294** **F/S, 0.5-10 credits**  
**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, 0.5-10 credits**  
**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, 4 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. Additional fee required.

Student Learning Outcomes:

- Describe a variety of family structures and parenting styles and their effect upon the child, family, and parent-teacher relationship.
- Examine cultural, socioeconomic, linguistic and environmental factors and analyze the impact of these on families.
- Analyze family dynamics, roles, and relationships using family systems theory.
- Examine biases regarding families, culture, values, ethnicity, and cohesiveness.
- Demonstrate effective communication skills that encourage collaboration.
- Demonstrate parent-teacher relationships through implementing parent involvement techniques that include informal/formal communication, parent-teacher conferences, home visits, classroom involvement and parent events.
- Implement a variety of strategies for communicating with parents.
- Develop and share information with parents.
- Analyze your own thoughts and interactions with families from diverse backgrounds.

**EDEC215** **F, 4 credits**  
**Diversity in Early Childhood Education**

This course provides the opportunity for Early Childhood Education and Pre-K to Grade 3 students to investigate philosophy and research

regarding best teaching practices with regard to diversity.

Student Learning Outcomes:

- Examine philosophy, research, and practice related to multicultural and global education in young children.
- Examine own beliefs regarding diversity and education.
- Reflect on how one's beliefs regarding culture and diversity impact instruction and learning.
- Evaluate own cultural competence.
- Consider strategies for supporting own cultural competence.
- Describe instructional strategies that support diverse learners with respect to gender, sexual orientation, religion, socioeconomic conditions, culture, family structure, health status.
- Reflect on best practices for educating American Indians and tribes in Montana.
- Describe curriculum, environments, and relationships that support the Indian Education for All Act and Essential Understandings.

**EDEC230** **S, 3 credits**  
**Positive Child Guidance (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. Additional fee required.

Student Learning Outcomes:

- Evaluate appropriate vs. inappropriate guidance techniques.
- Discuss developmentally appropriate methods for fostering self-esteem.
- Identify and document behavior problems and appropriate remediation techniques.
- Discuss appropriate and inappropriate social behavior and the teacher's role in promoting a pro-social environment.

**EDEC247** **F, 4 credits**  
**Child and Adolescent Development (integrated lab)**

**Core III**

Students will examine research theories and issues concerning social, emotional, physical, and cognitive child development stages from conception

through the early childhood years. Additional fee required.

Student Learning Outcomes:

- Examine the characteristics and uses of assessment for young children, families, staff and programs.
- Examine and critique different assessment methods, tools and strategies.
- Develop and implement assessment plans.
- Use assessment instruments at preschool and 1-3 grade levels

**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 through social-emotional growth, socialization, group care, learning, development, culture, family and providers.

Student Learning Outcomes:

- Develop respectful and responsive relationships with each child in their care
- Observe and assess children as a way to gather information to use in designing developmentally appropriate environments and experiences.
- Implement a developmentally appropriate and purposeful emergent curriculum based on child's interest.
- Establish and maintain an emotionally and physically safe and healthy inclusive environment for children and adults
- Create and sustain a rich, engaging indoor and outdoor environment.
- Provide experiences to enhance children's social skills and self-esteem.
- Consistently use positive guidance techniques.
- Relate practices to current research and theory.
- Communicate effectively with children, families, staff and community.
- Develop collaborative partnerships with children, families, staff and community.
- Respect culture and diversity to work effectively with families and children.
- Enhance professional and personal development by: self-examination, reflection and self-care.

**EDEC265** **S, 4 credits**  
**Leadership and Professionalism in Early Childhood Ed**

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.

**Student Learning Outcomes:**

- Explain and demonstrate how advocacy is an essential role of all early childhood professionals.
- Apply the Code of Ethical Conduct & Statement of Commitment to the early childhood profession.
- Explain how effective advocacy develops in partnership with families & the role of advocate is shared between professionals & family members.
- Participate in a local or state early childhood conference/ training and events.
- Demonstrate application of early childhood beliefs & practices through a professional portfolio.
- Participate in an exit interview by which you demonstrate professional knowledge & skills.

**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. Additional fee required.

**Student Learning Outcomes:**

- Base their practice on coherent early childhood theoretical perspectives, current research about brain growth and development, and the importance of play.
- Demonstrate the ability to use developmental knowledge including strengths of families and children to create physically and psychologically safe learning environments that are healthy, respectful, supportive, and challenging for each child.
- Use a variety of learning formats and contexts to support young learners, including creating support for extended play, creating effective indoor and outdoor learning centers, teaching primarily through individual and small group contexts, and utilizing the environment, schedule, and routines as learning opportunities.

- Design, implement, and evaluate developmentally meaningful, integrated, and challenging curriculum for each child using professional knowledge, Montana Early Learning Standards, Montana Content Standards (K-5), and Indian Education for All.
- Integrate and support in-depth learning using both spontaneous and planned curricula and teaching practices in each of the academic discipline content areas including language and literacy; science; mathematics; social studies; the performing and visual arts; health and well-being; and physical development, skills, and fitness.
- Demonstrate knowledge and understanding of theory and research and applying knowledge in the areas of language, speaking and listening, reading and writing processes, literature, print and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana, and technology; and planning, implementing, assessing, and reflecting on English/language arts and literacy instruction that promotes critical thinking and creative engagement.
- Demonstrate knowledge, understanding, and use of the fundamental concepts of physical, life, earth, and space sciences to design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, to convey the nature of science, the concepts in science and technology, the history and nature of science, including scientific contributions of American Indians and tribes in Montana.
- Demonstrate knowledge, understanding, and use of the major concepts, and procedures, and reasoning processes of mathematics that define number systems and number sense, operations, algebra, geometry, measurement, data analysis statistics and probability in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data to engage students in problem solving, reasoning and proof, communication, connections, and representation, including culturally inclusive lessons and examples relating to American Indians and tribes in Montana.
- Demonstrate knowledge, understanding, and use of the major concepts and modes of inquiry from the social studies, the integrated study of



history, government, geography, economics including personal financial literacy, and an understanding of the social sciences and other related areas to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and interdependent world.

- Demonstrate knowledge, understanding, and use of the content, functions, and achievements of the performing arts (dance, music, drama) and the visual arts as primary media for communication, inquiry, perspective, and engagement among students, and culturally diverse performing and visual arts inclusive of the works of American Indian artists and art in Montana

**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. Additional fee required.

Student Learning Outcomes:

- Base their practice on coherent early childhood theoretical perspectives, current research about brain growth and development, and the importance of play.
- Utilize a broad repertoire of developmentally appropriate teaching skills and strategies supportive of young learners, such as integrating curricular areas; scaffolding learning; teaching through social interactions; providing meaningful child choice; implementing positive guidance strategies; and making appropriate use of technology.
- Provide curriculum and learning experiences that reflect the languages, cultures, traditions, and individual needs of diverse families and children, with particular attention to the cultures of the children and families in the classroom and to American Indians and tribes in Montana.
- Design, implement, and evaluate developmentally meaningful, integrated, and challenging curriculum for each child using professional knowledge, Montana Early Learning Standards, Montana Content Standards (K-5), and Indian Education for All.

- Integrate and support in-depth learning using both spontaneous and planned curricula and teaching practices in each of the academic discipline content areas including language and literacy; science; mathematics; social studies; the performing and visual arts; health and well-being; and physical development, skills, and fitness.

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## Economics

**ECNS201** **F, 3 credits**  
**Principles of Microeconomics**  
**Core III**

Introduces the analytical tools of economists to provide a view of the internal workings of an economy (structure, supply and demand, resource allocation) using the micro approach of exploring independent decisions by consumers and firms.

Student Learning Outcomes:

- Discuss the tradeoffs faced by an economy and how this relates to the concept of opportunity cost using the production possibilities model.
- Explain the process by which the equilibrium price and quantity of a good are attained using demand and supply analysis.
- Show graphically and explain how price elasticity of demand varies along a given linear demand curve; compared this to the relationship between price elasticity of demand and the slope of a demand curve.
- Compute elasticities of demand and supply, income elasticities, and cross-price elasticities.
- Show graphically the marginal cost, average total cost, average fixed cost and average variable cost curves; explain the shape of each curve.
- Show graphically the long-run average total cost curve and explain economies of scale, diseconomies of scale, and constant returns to scale.
- Show graphically the long-run profit maximizing levels of output of a perfectly competitive firm, a monopolistic firm, an oligopolistic firm and a monopolistically competitive firm; discuss the economic efficiency of each industry type.

**ECNS202** **S, 3 credits**  
**Principles of Macroeconomics**  
**Core III**

Introduces the analytical tools of economists to



provide a view of the internal workings of an economy in terms of various economic systems and markets, the role of government, and the interaction of the public and private sector. Includes topics such as inflation, unemployment, interest rates, money, and international trade.

**Student Learning Outcomes:**

- Discuss the tradeoffs faced by an economy and how this relates to the concept of opportunity cost using the production possibilities model.
- Explain the process by which the equilibrium price and quantity of a good are attained using demand and supply analysis.
- Show graphically and explain how price elasticity of demand varies along a given linear demand curve; compare this to the relationship between price elasticity of demand and the slope of a demand curve.
- Compute elasticities of demand and supply, income elasticities, and cross-price elasticities.
- Show graphically the marginal cost, average total cost, average fixed cost and average variable cost curves; explain the shape of each curve.
- Show graphically the long-run average total cost curve and explain economies of scale, diseconomies of scale, and constant returns to scale.
- Show graphically the long-run profit maximizing levels of output of a perfectly competitive firm, a monopolistic firm, an oligopolistic firm and a monopolistically competitive firm; discuss the economic efficiency of each industry type.

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## Education

**EDU201** **F, 4 credits**  
**Intro to Education w/ Field Experience**  
**(Integrated Lab)**

This course is the first formal course in the teacher education program at DCC. The course is intended to be an introduction to the field of education and the relationships between teachers and society and schools. Emphasis of 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.

**Student Learning Outcomes:**

- The student will complete two full days of supervised field experience to understand basic concepts of education;
- The student will develop an understanding of historical, philosophical, social foundations of American education in particular;
- The student will explain the purpose of education, trends and issues, and personal attributes required to teach in multicultural and changing world;
- The student will explain the relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

**EDU211** **F, 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.

**Student Learning Outcomes:**

- Explain how K-12 students differ in their learning by connecting their own identity to the diversity of a multicultural society;
- Plan instruction based on K-12 students' interests and community by writing units and lessons.

**EDU220** **S, 3 credits**  
**Human Growth and Development**  
**Core III**

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.

**Student Learning Outcomes:**

**EDU222** **F, 3 credits**  
**Educational Psychology & Child Development**  
**Prerequisite: EDU201 and PSYX100 or SOC1101**

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.

**Student Learning Outcomes:**

- The student will describe and explain how physical, socio-emotional, and cognitive development, theories of learning and motivation, and contextual factors are related to children's academic performance.
- The student will apply learning theory and knowledge of child development to create learner-centered instruction.
- The student will explain how knowledge is created in education.
- The student will evaluate claims and evidence for education principles, practice, and student outcomes.
- The student will think, write, and communicate as a reflective practitioner.

**EDU231** **S, 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.

**Student Learning Outcomes:**

- Define the criteria for selecting quality books for children,
- Describe a large selection of books currently available.
- Judge literary quality and artistic quality.
- Discuss the different genres of children's literature.
- Define the criteria for selecting books appropriate for children of given age levels.
- Explore the history and trends in children's literature.

- Apply a variety of methods for presenting literature to children.
- Build units of study for groups of children.

**EDU270** **S, 3 credits**  
**Instructional Technology**  
**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.

**Student Learning Outcomes:**

- Students will produce a wide array of digital learning tools for integration in K---12 learning situations.
- Students will evaluate when and where technology can most effectively be used to motivate and engage students, and deliver effective instruction.
- Students will critique the process of integrating technology as applied to specific learning situations.
- Students will apply digital learning tools to instructional planning in order to address content standards and specified learning objectives.
- Students will analyze specific strategies and create plans for the integration of digital learning tools intended to maximize student learning.
- Students will compose a technology integration rationale that justifies the use of digital learning tools intended to meet stated learning objectives and pedagogical needs.

**EDU191/291** **F/S, 0.5-10 credits**  
**Special Topics**

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

**EDU192/292** **F/S 0.5-10 credits**

### **Independent Study**

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

### **EDU194/294 F/S, 0.5-10 credits Workshop**

These are concentrated class sessions on a topic for which a particular need has been identified.

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## **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.

Student Learning Outcomes:

- Demonstrate a basic understanding of typical and atypical development of children from birth through 8 years of age.
- Demonstrate a basic knowledge of the historical and philosophical aspects of IDEA.
- Demonstrate a basic knowledge of the legal components under IDEA (Part C and Part B).
- Demonstrate a basic knowledge of evidence-based research and developmentally appropriate practices related to instructing children with special needs within natural environments/least restrictive environments.
- Demonstrate understanding of basic early childhood and early childhood special education terminology.
- Identify the barriers to inclusion that parents, other children, and staff encounter.
- Describe the concept of family-centered practice and the impact of exceptionality on family concerns, resources, and priorities.

### **EDSP191/291 F/S, 0.5-10 credits 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.

Student Learning Outcomes:

- To provide the student with the knowledge, skills, and ability to respond in an emergency.
- To learn the skills necessary to perform CPR.
- To minimize the consequences of injury or sudden illness until professional medical help arrives.
- Decisions regarding care.
- To increase students' knowledge of their personal health and preventative measures that they can take to reduce the risk of disease and injury.

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## **Environmental Sciences**

### **ENSC105 S, 3 credits Environmental Science Core IV and VI**

A study of the environment and its components. Sustainable use of natural resources will be emphasized. Included are general principles of ecology, energy, human populations, pollution, soils, water, air, biomes, and wildlife.

Student Learning Outcomes:

- Describe the basic components of ecosystems from local areas to regional biomes
- Articulate the basic principles of ecosystem sustainability, and the factors necessary to maintain equilibrium within an ecosystem
- Describe and diagram the hydrologic cycle and the carbon cycle
- Define pollution, and compare and contrast the concepts of point and non-point pollution
- Describe exponential growth and the effect of human population and technology on the environment
- Describe the concept of eutrophication and factors which lead to the degradation of water quality
- Identify and describe health concerns associated with exposure to environmental

conditions, including exposure pathways of air, soil, and water

- Describe the greenhouse effect and identify and describe the issues associated with global warming
- Describe the factors affecting public policy and opinion regarding environmental issues

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## 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.

#### Student Learning Outcomes:

- Demonstrate proper control of horse in maneuvers as set forth by the instructor.
- Students will be able to turn 180 degrees on both the forehand and hindquarters of the horse.
- Students will be able to back the horse at least 4 steps in a correct manor.
- Students will be able to side pass, and open and shut gates off a horse.
- Students will be able to lope correct circles.
- Students will be able to recognize proper leads while riding.

### EQUH198/298

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

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.

#### Student Learning Outcomes:

- Demonstrate proper control of horse in maneuvers as set forth by the instructor.

- Students will be able to turn 180 degrees on both the forehand and hindquarters of the horse.
- Students will be able to back the horse at least 4 steps in a correct manor.
- Students will be able to side pass, and open and shut gates off a horse.
- Students will be able to lope correct circles.
- Students will be able to recognize proper leads while riding.

### EQUH253

F, 2 credits

#### Starting Colts

#### Prerequisite EQUH

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.

#### Student Learning Outcomes:

- Develop a positive working relationship with their horse.
- Demonstrate proper round pen and ground work in the round pen in preparing the horse for riding.
- Demonstrate proper leading at the walk, trot and backing from the ground.
- Demonstrate how to pick up all four feet and prepare the horse for shoeing.
- Demonstrate how to properly lounge the horse both directions.
- Demonstrate proper saddling and bridling of the young horse in a calm and safe manner.
- Walk, Trot, Lope in a controlled manner each way of the ring.

### 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.

#### Student Learning Outcomes:

- Students will be able to explain and demonstrate the proper discipline for a horse based on conformation, disposition and form to function.

- Demonstrate proper customer service skills as needed for horses in training.
- Demonstrate proper control of horse in maneuvers as set forth by instructor.
- Demonstrate the skills needed to implement the novice level spins, stops and flying lead changes.
- Implement at the novice level the beginning of suppling exercises.
- Explain and demonstrate the proper position of the rider.
- Demonstrate proper techniques and turns on the forehand and hindquarters.
- Demonstrate the proper positions of the aids for various maneuvers.
- Demonstrate collection and softness in the horse and all the body parts needed for performance.
- Demonstrate how to properly sit the horse at all gates.
- Demonstrate how to properly extend and collect the gates of the horse.

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## Equine Science

### **EQUS150** **F, 3 credits** **Equine Production**

Development an understanding of the production and management techniques necessary for the successful operation of the horse enterprise. Management practices including feeding, breeding, and health are among the many areas covered.

#### Student Learning Outcomes:

- Students will develop an understanding of the production and management techniques necessary for the successful operation of the horse enterprise.
- Students will be able to understand the reproductive processes of the stallion and mare.
- Students will be able to name and discuss the major diseases of the equine and how they are prevented and managed.
- Students will be able to recognize the parasites that affect the horse and the proper maintenance of the equine.
- Students will be able to demonstrate the basic veterinary techniques used in equine medicine.
- Students will be able to discuss the importance of genetics and selection in the horse.

- Students will be able to recognize lameness and its possible causes and how they may relate to confirmation.
- Students will be able to discuss the nutrient requirements and how they relate to the equine and the various stages of production.
- Students will be able to evaluate a horse on conformation, soundness and ability to perform- they will summarize the evaluation in a set of reasons.

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## 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.

#### Student Learning Outcomes:

- Define what Physical Geography is and what physical geographers do.
- Describe the relationship of physical geography to other disciplines in the earth sciences.
- Identify and explain the major concepts in physical geography.

### **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.

#### Student Learning Outcomes:

- Define what Physical Geography is and what physical geographers do.
- Describe the relationship of physical geography to other disciplines in the earth sciences.
- Identify and explain the major concepts in physical geography.

### **GPHY141** **S, 3 credits** **Geography of World Regions** **Core III or Core VI** **Prerequisite: 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.

**Student Learning Outcomes:**

- Describe and understand fundamental geographical regions and concepts of location, place, region, and globalization.
- Describe elements of regional political evolution over time and current geopolitical issues.
- Identify patterns of regional climate/physical geography/key environmental issues shaping a region.
- Describe patterns of population, migration and settlements in a region.
- Identify current patterns of economic, social, and cultural development with a region.
- Develop an appreciation of what it means to live in a global society and to be a global citizen.

**GPHY191/291 F/S, 0.5-10 credits  
Special Topics**

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

**GPHY192/292 F/S, 0.5-10 credits  
Independent Study**

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

**GPHY194/294 F/S, 0.5-10 credits  
Workshop**

These are concentrated class sessions on a topic for which a particular need has been identified.

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**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 landforms.

**Student Learning Outcomes:**

- Explain the formation of the Earth, solar system, and universe in which we live
- Identify the physical properties of minerals and rocks and use these properties to identify and name the specific material
- Describe various earth processes and explain how they shape our landscape
- Understand where their resources come from and debate the pros and cons of obtaining those resources origin and nature.

**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.

**Student Learning Outcomes:**

- Demonstrate basic math skills
- Become familiar with GoogleEarth
- Describe plate tectonic processes and their associated geographic features
- Differentiate between different Earth materials (minerals, igneous, sedimentary and metamorphic rocks)
- Examine, describe and predict natural hazard events (earthquakes and volcanoes)
- Read geologic maps and determine relative ages, structures, and geomorphological features of glacial events

**GEO191/291 F/S, 0.5-10 credits  
Special Topics**

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

**GEO192/292 F/S, 0.5-10 credits  
Independent Study**

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

**GEO194/294 F/S, 0.5-10 credits  
Workshop**

Concentrated class sessions on a topic for which a particular need has been identified.

## Health

### **HTH101** **F, 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.

Student Learning Outcomes:

- Analyze the Health Care System in the United States
- Differentiate between different professions in the Health Care Industry
- Explore licensure, education, experience, and salary of different professions
- Discuss different aspects of Health Care as guest specialists present
- Examine job shadow opportunities and take advantage of them if possible
- Present on details learned of selected profession

### **HTH110** **S, 3 credits** **Personal Health and Wellness** **Core III**

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.

Student Learning Outcomes:

- Identify and describe the dimensions of health and wellness
- Identify health enhancing resources and services
- Apply introductory health behaviors and describe the possible consequences of those behaviors
- Describe lifestyle behaviors that affect the maintenance of personal health and wellness
- Identify strategies for developing positive health behaviors

- Identify and apply information which can be used to support health and wellness
- Describe the dimensions of wellness

### **HTH201** **F, 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.

Student Learning Outcomes:

- Identify the six categories of risk behaviors and discuss ways reduce risk behaviors
- Explain the eight components of the Coordinated School Health Program
- Articulate a holistic approach to personal well-being by applying the six dimensions of health
- Apply knowledge of contemporary health issues including, physical fitness, nutrition, emotional health and stress management, relationships, infectious disease, sexually transmitted disease, aging, addictions, environmental health, alcohol, tobacco, and drugs
- Understand the influence of lifestyle and choices on short & long term personal wellness status
- Construct a science-based behavior change project for lifestyle factors that influence current and future health status

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## History: American

### **HSTA101** **F, 3 credits** **American History I** **Core II – Category 2, Core III, or Core VI**

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, western expansion, hardened definitions of nationalism presented by

the breakdown of the democratic process, and the Civil War and Reconstruction.

Student Learning Outcomes:

- Comprehend and analyze primary source documents within the correct historical context.
- Correctly identify the major political divisions and physio geographic features of North America.
- Comprehend the impetus for European colonization of the Americas and the bilateral effects first contact had on the New World and Old World.
- Comprehend the factors which led to the development of an “American identity” and ultimately the Revolution.
- Comprehend the major political, social and technological developments which shaped the development of Antebellum America.
- Comprehend the factors which led to the Civil War.

**HSTA102**

**S, 3 credits**

**American History II**

**Core II – Category 2, Core III or Core VI**

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.

Student Learning Outcomes:

- Four general goals integrate history with workplace skills:
  - Acquire information from many sources.
  - Break complex and multiple sources of information down into parts to create clearer understanding
  - Understand the impact of time and space on perspective.

- Develop narrative structures and arguments based on evidence.
- Throughout the course, students should be introduced to course content, practice using course content, and demonstrate they can:
  - Describe how peoples, groups, cultures, and institutions covered in this course change over time.
  - Understand the events covered in the course in historical context and recognize how social, cultural, gender, race, religion, nationality and other identities affect historical perspective.
  - Communicate orally and in writing about the subject of the course. Select and apply contemporary forms of technology to solve problems and compile information.
  - Use different resources for historical research, including libraries, databases, bibliographies and archives.
  - Analyze secondary sources and recognize differences in historical interpretation.
  - Identify types of primary sources, the point of view and purpose of their author or creator.
  - Create substantive writing samples, which employ critical analysis of primary and secondary sources, and document those sources correctly.
  - Construct knowledge in the discipline and synthesize historical narratives and timelines from primary and secondary sources, maps, and/or artifacts and critically analyze, interpret and evaluate many different points of view to construct historical arguments.

**HSTA160**

**S, 3 credits**

**Introduction to the American West**

**Core III or Core VI**

This course focuses on the growth and development of the American West as a culture, economy, and society.

Student Learning Outcomes:

- Demonstrate sufficient and appropriate knowledge in regard to specific historical issues and events in the history of the American West
- Assess and analyze scholarly arguments related to modern American history

- Write primary source based essays and papers that demonstrate their basic writing proficiency
- Describe historical events. Identify and use relevant and sufficient evidence to support a thesis and/or key points.
- Distinguish the difference between primary and secondary sources
- Demonstrate that they have basic information literacy skills

**HSTA255**

**S, 3 credits**

**Montana History**

**Core III**

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.

Student Learning Outcomes:

- Provide you with a broad outline of Montana history from the earliest human settlement to the present.
- Provide an in-depth understanding of several critical aspects of Montana history: Indian cultures and contacts between Montana Indians and non-Indians, mining and industrial development, homesteading and rural life, and the state's environment and landscape.
- Develop your intellectual skills—especially your ability to read critically, think analytically, and write clearly.

**HSTA191/291**

**F/S, 0.5-10**

**credits**

**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.

**HSTA192/292**

**F/S, 0.5-10 credits**

**Independent Study**

Directed research or study on an individual basis. Requires instructor consent.

**HSTA194/294**

**F/S, variable**

**Workshop**

These are concentrated class sessions on a topic for which a particular need has been identified.

## History: Western and World

**HSTR101**

**F, 3 credits**

**Western Civilization I**

**Core II – Category 2, Core III or Core VI**

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.

Student Learning Outcomes:

- Comprehend and analyze primary source documents within the correct historical context.
- Correctly identify the major physio geographic features of Europe, the Near East and North Africa
- Comprehend the factors which led to the development of human civilization
- Understand the origins and basic tenets of the “three great Abrahamic faiths” of Judaism, Christianity and Islam
- Comprehend and appreciate the contributions of the Greeks and Romans to the foundation of Western Civilization
- Comprehend the factors and processes by which Medieval Europe transformed into Modern Europe

**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.

Student Learning Outcomes:



- Four general goals integrate history with workplace skills:
  - Acquire information from many sources.
  - Break complex and multiple sources of information down into parts to create clearer understanding
  - Understand the impact of time and space on perspective.
  - Develop narrative structures and arguments based on evidence.
- Throughout the course, students should be introduced to course content, practice using course content, and demonstrate they can:
  - Describe how peoples, groups, cultures, and institutions covered in this course change over time.
  - Understand the events covered in the course in historical context and recognize how social, cultural, gender, race, religion, nationality and other identities affect historical perspective.
  - Communicate orally and in writing about the subject of the course. Select and apply contemporary forms of technology to solve problems and compile information.
  - Use different resources for historical research, including libraries, databases, bibliographies and archives.
  - Analyze secondary sources and recognize differences in historical interpretation.
  - Identify types of primary sources, the point of view and purpose of their author or creator.
  - Create substantive writing samples, which employ critical analysis of primary and secondary sources, and document those sources correctly.
  - Construct knowledge in the discipline and synthesize historical narratives and timelines from primary and secondary sources, maps, and/or artifacts and critically analyze, interpret and evaluate many different points of view to construct historical arguments.

**HSTR160**

**S, 3 credits**

**Modern World History**

**Core III and 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.

**Student Learning Outcomes:**

- Demonstrate understanding of the meaning of "world history."
- Describe common phenomena among cultures. Compare and contrast cultures and nation-states.
- Examine differing historical interpretations and the consequences of those interpretations.
- Examine the impact of science and technology in the twentieth century and the impact of rapid change and revolution on traditional non-Western civilizations.
- Demonstrate understanding of the impact of human actions on the global ecosystem and the implications of that impact on the future of Earth.

**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.

**Student Learning Outcomes:**

- Investigate major issues and scholarly approaches related to diversity.
- Analyze concepts and implications of diversity.
- Demonstrate an understanding of historical, cultural, social, or political conditions and the ways in which they influence the status, treatment, or accomplishments of various groups.
- Articulate how diversity helps shape the role of the individual and the interconnections and relationships within and among groups across societies and cultures
- Identify the following elements or dimensions: origin, doctrines, ethics, sacred literature, important figures/founders, rituals, worship, and institutions for each of the world's major religious traditions.
- Identify the similarities and differences between two or more religions on the basis of the aforementioned dimensions.



- Examine the relationship between religion and culture/society.
- Question and think critically.

**HSTR191/291** **F/S, 0.5-10 credits**  
**Special Topics**

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

**HSTR192/292** **F/S, 0.5-10 credits**  
**Independent Study**

These courses are directed research or study on an individual basis. Requires the consent of the instructor.

**HSTR194/294** **F/S, 0.5-10 credits**  
**Workshop**

These are concentrated class sessions on a topic for which a particular need has been identified.

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## Kinesiology

**KIN105** **F, 3 credits**  
**Foundations of Exercise Science**

**Co-requisite: KIN106**

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.

Student Learning Outcomes:

- Explain the field of exercise science and how the subdisciplines relate to each other.
- Define the basic concepts of biomechanics, biomechanical adaptations, and biomechanical changes.
- Explain neurophysiological and cognitive theories of motor control, how motor control adapts with training, and how motor control changes across a life span.
- Understand the field of exercise science and how the subdisciplines of physiology, nutrition, biomechanics, motor control, and psychology relate to each other.
- Demonstrate knowledge of the basic science concepts specific to each subdiscipline.
- Demonstrate ability to apply basic science concepts to exercise, movement, and health.

- Gain knowledge of key exercise science issues relating to the adaptations that occur in responses to changes in activity levels

**KIN106** **F, 1 credit**  
**Foundations of Exercise Science Lab**

**Co-requisite: KIN105**

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.

Student Learning Outcomes:

- 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.
- Define exercise science terminology.
- Identify and use evidence-based exercise science literature in writing assignments and a research paper.
- Integrate the understanding of anatomy, physiology, biomechanics, and motor learning into a healthy living project.

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## Liberal Studies and Humanities

**LSH101** **F, 3 credits**  
**Introduction to Humanities-Contemporary**  
**Core II, Category 2**

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.

Student Learning Outcomes:

- To demonstrate awareness of the scope and variety of works in the arts and humanities.
- To understand the arts within their historical and social contexts.
- To be able to offer informed critique of a wide range of artistic expression.
- To recognize the role of artist and/or performer in relation to their art.
- To respond to works in the arts and humanities with greater knowledge.

- To develop an appreciation for the structures that guide or govern the humanities and arts.
- To recognize the influence of literature, philosophy, and the arts on intercultural experiences.

**LSH201**

**F, 3 credits**

**Intro to Humanities**

**Core II, Category 2**

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.

Student Learning Outcomes:

- The study of the humanities can have more than one purpose.
- For some, the goal has been appreciation of masterpieces of literature, visual art, music, and other arts.
- That goal underlies several expectations in this course: you will see, hear, and read major works from different times and cultures, and learn to discuss and write about them.
- Another aspect of a study of the humanities may be an examination of ideas about the nature of reality, the way people should live together, and the possibilities for human aspiration, as well as of the expression of ideas on these subjects in religion, social organization, and the arts themselves.
- Much of what you will read in the textbook for this course consists of an examination of the relationship between the leading ideas of a culture, such as that of ancient Greece or of Renaissance Europe, and the expression of those ideas in story, sculpture, music or another art.
- In this course, the focus will be narrowed to Western European culture to make it feasible to think about the way the arts express the ideas and ideals of a particular time and place.
- Still another reason for studying the humanities might be to foster personal development.
- Many thinkers have ventured the idea that an understanding of the humanities educates morally and philosophically (or “humanizes”).
- While there is no promise that you will be more human at the conclusion than at the outset of this course, you will be learning to examine some of your ideas of beauty, truth, and the good life.

## Literature

**LIT110**

**F/S, 3 credits**

**Introduction to Lit**

**Core II, Category 2**

Introduce key literary terms, themes, and genres including short narrative, drama, and poetry. Non-Western literature will be studied.

Student Learning Outcomes:

- Students will develop definitions for and a basic understanding of elements of literature. These may correlate to Praxis test terms.
- Students will develop definitions for and a basic understanding of key genres of literature: short fiction, drama, and poetry. For course purposes, genre is taken to include characteristics of literary period.
- Students will be able to use their writing about literature to cultivate college-level writing skills.
- Students will be able to use their thinking about and oral and written discussion of literature as a vehicle for sustained critical reflection and analysis, in line with Core II values.

**LIT120**

**S, 3 credits**

**Poetry**

**Core II, Category 2**

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.

Student Learning Outcomes:

- Read, discuss, and evaluate a variety of poetic texts
- Employ literary terminology in written or oral assignments
- Describe the critical and cultural significance of poetry
- Write critically and/or imaginatively about poetry

**LIT210**

**F, 3 credits**

**American Lit I**

**Core II, Category 2**

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.

Course Learning Objectives:

- Read, discuss, and evaluate a variety of texts ranging from the pre-colonial period through the Civil War;
- Situate and interpret literary texts in a national context;
- Describe the impact of a national literature on culture and history and vice versa;
- Write critically about a national literature as it is informed by a historical and cultural perspective.

**LIT211**

**S, 3 credits**

**American Lit II**

**Core II, Category 2**

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.

Student Learning Outcomes:

- Read, discuss, and evaluate a variety of texts ranging from the Civil War until the present.
- Situate and interpret literary texts in a national context.
- Describe the impact of a national literature on culture and history and vice versa.
- Write critically about a national literature as it is informed by a historical and cultural perspective.

**LIT220**

**F, 3 credits**

**British Literature, Medieval to Renaissance**

**Core II, Category 2**

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.

Student Learning Outcomes:

**LIT223**

**F, 3 credits**

**British Lit I**

**Core II - Category 2**

This course surveys selected works by major British writers through Pre-Romanticism, emphasizing major periods and trends: Renaissance, Neoclassicism, and Pre-Romanticism. College-level reading and writing skills are required.

Student Learning Outcomes:

- Students will be able to read, discuss, and evaluate a variety of texts ranging from the Anglo-Saxon to the Enlightenment period and beyond (Post-Enlightenment texts may be used to provide insight on earlier periods or as theoretical content). In the service of this goal, students will practice reading technique and answer short reading assignments.
- Students will be able to situate and interpret literary texts in a national context. In the service of this goal, students will complete tests and examinations referring to context, textual citations, and other key attributes.
- Students will be able to describe the impact of national literature on culture and history and vice versa.
- Students will write critically about a national literature as it is informed by a historical and cultural perspective. Students will produce two polished research essays in the service of this goal.

**LIT224**

**S, 3 credits**

**British Lit II**

**Core II, Category 2**

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.

Student Learning Outcomes:

- Read, discuss, and evaluate a variety of texts ranging from the Enlightenment to the Postmodern period.
- Situate and interpret literary texts in a national context.
- Describe the impact of a national literature on culture and history and vice versa.
- Write critically about a national literature as it is informed by a historical and cultural perspective.

**LIT230**

**F, 3 credits**

**World Literature Survey**

**Core II - Category 2 or 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.

Course Learning Objectives:

- Read, discuss, and evaluate a variety of texts from diverse cultures;

- Analyze literature from a comparative perspective;
- Describe the impact of diverse literatures on culture and history and vice versa;
- Write critically about world literature in a comparative context.

**LIT233** **F, 3 credits**

**Classical Foundations of Literature**

**Core II, Category 2**

This course studies Greek and Roman literature and its enduring impact on literature and culture. Relevance to English and World literature is addressed.

Student Learning Outcomes:

**LIT285** **S, 3 credits**

**Mythologies**

**Core II - Category 2 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.

Student Learning Outcomes:

- Read, discuss, and evaluate a variety of mythological texts.
- Interpret mythological literature with an understanding of how it forms the foundation of literary tradition.
- Identify and describe key figures, images, and themes in mythological literature.
- Write critically about mythology from a historical and cultural perspective.

**LIT191/291** **F/S, 0.5-10 credits**

**Special Topics**

Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand. Learning outcomes depend on the topic being studied.

**LIT192/292** **F/S 0.5-10 credits**

**Independent Study**

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

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## Mathematics

**M005** **F/S, 1 credit**  
**Contemporary Math Co-requisite**

This co-requisite support course allows students who do not meet the prerequisites of M105 to enroll in M105. This course will present additional topics to support student success and learning.

Student Learning Outcomes:

- Read mathematical material and to write using correct mathematical notation
- Follow and understand logical arguments and solve applied quantitative problems
- Understand elementary statistical concepts.
- Calculate simple, compound, and continuously compounding interest
- Calculate loan payments and mortgages
- Understand, solve and model situations using linear equations
- Understand, solve and model situations using quadratic equations
- Understand, solve and model situations using logarithmic and exponential functions

**M021** **F/S, 2 credits**  
**College Algebra Co-requisite**

This course is intended to allow some students to be placed into developmental math an opportunity to enroll in M121 while providing the additional time and support associated with developmental courses.

Student Learning Outcomes:

- To build up the students skills in mathematics in order to be successful in College Algebra.

**M095** **F, 4 credits**  
**Intermediate Algebra**

This course serves as a review of algebra including arithmetic, algebraic expression and equations, problem solving, graphing, exponents, polynomials, factoring, rational expressions and equations, and radical expressions and equations.

Student Learning Outcomes:

- Solve absolute value, quadratic (completing the square, quadratic formula), and rational equations
- Simplify radical, rational, and rational exponent expressions
- Perform operations with complex numbers
- Solve quadratic inequalities
- Graph linear and quadratic functions

- Recognize and evaluate functions, domain, and range
- Use interval and set notation to write answers to equations
- Formulate and solve algebraic equations from real-life problems involving systems of equations, variation, quadratic equations, or the Pythagorean Theorem

**M105**

**F/S, 3 credits**

**Contemporary Math**

**Core V**

**May require co-requisite, M005.**

This course is designed to give liberal arts students the skills required to understand and interpret quantitative information that they encounter in the news and in their studies, and to make numerically based decisions in their life.

**Student Learning Outcomes:**

- Use set notation to find the intersection and union of sets and the complement of a set
- Use Venn diagrams to solve counting problems involving two and three sets
- Use the Fundamental Principle of Counting.
- Use permutations and combinations, as appropriate, in counting
- Apply the basic rules of probability.
- Use counting principles as an aide in finding probabilities
- Find the expected value of game.
- Use tree diagrams and the product rule to find conditional probabilities
- Organize data and graph the data with a histogram.
- Find the mean, median, and mode of a given set of data
- Find the standard deviation of given set of data.
- Use the normal distribution and z-scores to find probabilities
- Find simple and compound interest
- Find the future value and payment for an annuity
- Find the present value and payment for an amortization
- Find perimeter and area of a geometric figure
- Find volume and surface area of a geometric figure
- Use Trigonometry to solve basic applications for right triangles

**M108**

**F, 3 credits**

**Business Mathematics**

Concepts to be covered include cash flow, simple and compound interest, inventory valuation, purchasing discounts, cost markup, business and consumer loans, and analysis of financial statements.

**Student Learning Outcomes:**

- Solve common mathematical problems that exist in today's business environment
- Compute simple and compound interest.
- Compute the time value of money as it relates to present values, future values, annuities and discounted cash flows
- Convert international currencies to U.S. dollars
- Compute loan payments, terms, APR, and costs
- Efficiently operate a financial calculator
- Recognize and read financial statements
- Calculate mean, median, and mode
- Convert measurements between metric and U.S. systems

**M111**

**F/S, 3 credits**

**Technical Mathematics**

This course presents basic mathematical topics as they are applied in a trades program. Topics covered include measurement systems, dimensional arithmetic, percent, proportion, applied geometry, basic trigonometry.

**Student Learning Outcomes:**

- Solve common mathematical problems through arithmetic operations on whole numbers, fractions, decimals, and percentages using both U.S. and metric systems
- Use a scientific calculator and various measuring devices to aid the solution of mathematical problems
- Use trigonometry functions to solve right triangle variables
- Solve trades-related mathematical problems expressed as algebraic expressions.
- Find the perimeter, area, and volume of various geometric shapes
- Apply ratio and proportion concepts
- Use estimation techniques to validate results

**M121**

**F/S, 4 credits**

**College Algebra**

**Core V**

**Prerequisite: Math Placement Test, advanced high school algebra, or consent of instructor.**



**May require co-requisite, M021.**

This course is intended for students preparing for precalculus or calculus, by further development of algebraic skills through the study of linear, quadratic, polynomial, exponential, and logarithmic functions.

Student Learning Outcomes:

- Use factoring to solve, find zeros or x-intercepts of polynomial, rational polynomial, and algebraic equations or functions.
- Solve linear, quadratic, and rational exponential and logarithmic equations and be able to use each of these to model and solve applied problems.
- Solve absolute value equations and inequalities and express solutions of inequalities in interval notation.
- Identify relations vs. functions; use function notation
- Identify domain, range, intervals of increasing/decreasing/constant values
- Algebraically and graphically identify even and odd functions
- Find zeros, asymptotes, and domain of rational functions
- Evaluate and sketch graphs of piecewise functions and find their domain and range.
- Use algebra to combine functions and form composite functions
- Evaluate both combined and composite functions and their graphs and find their domains.
- Identify one-to-one functions, find and verify inverse functions and sketch their graphs
- Graph linear, polynomial, radical, rational, exponential, logarithmic and circular functions.

**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.**

This course covers the study of numbers and operations for prospective elementary and middle school teachers, including whole numbers, decimals, fractions, percent, integers, operations, numeration systems, and problem solving.

Student Learning Outcomes:

- Explain the meanings of whole numbers, integers, fractions, and decimals, as well as representations of those numbers;

- Explain the meanings of operations and the connections between those operations, concepts, and procedures in doing computations (using both standard and nonstandard algorithms), interpreting story problems, and writing story problems;
- Evaluate the efficiency of and use various representations of numbers and operations, as well as their applications to problem solving;
- Employ various modeling strategies to solve problems in real world contexts;
- Recognize some common misconceptions and be able to understand the faulty reasoning behind those misconceptions;
- Explain their reasoning, both verbally and in writing, while solving problems.

**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 & middle school teachers, including transformational, and coordinate geometry, constructions, congruence and similarity, 2 and 3-dimensional measurement, and problem solving.

Student Learning Outcomes:

- Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships;
- Apply transformations and use symmetry to analyze mathematical situations;
- Use visualization, spatial reasoning, and geometric modeling to solve problems;
- Describe and apply measurable attributes of objects and the units, systems, and processes of measurement;
- Apply appropriate techniques, tools and formulas to determine measurements for length, area, and volume;
- Develop a deep understanding of the mathematical concepts needed for effective teaching by developing the ability to examine and explain underlying mathematical structure in using multiple geometric representations and tools for solving problems.

**M151** **S, 4 credits**  
**Precalculus**

### Core V

**Prerequisite: 3-4 years of college preparatory math, Math Placement Test, or consent of instructor.**

This course covers functions, graphs, and the use of symbols for expressing mathematical thoughts. Topics include polynomials, rational, exponential, logarithmic, and trigonometric functions.

Student Learning Outcomes:

- Apply the basic methods and functions of algebra necessary for calculus.
- Explain equation-solving, arbitrary functions, graphs and the uses of graphing calculators, lines, quadratics and higher degree polynomials, distance and circles, fractional powers such as square roots, word problems, percent, rational functions, inequalities, exponential functions, logarithmic functions, and applications.
- Apply basic methods and functions of trigonometry necessary for calculus.
- Explain basic definitions and properties; solve equations; solve triangles with the Laws of Sines and Cosines; solve more complicated figures, radian measure, and numerous trigonometric identities and their derivations and applications.
- Read and write mathematical symbolism, which is appropriate for word problems and other precalculus material, and appropriate later for calculus.

### M171

**F, 5 credits**

#### Calculus I

#### Core V

**Prerequisite: "C-" or better in M121 or M151, Math Placement Test, or consent of instructor**

This course covers functions, elementary transcendental functions, limits and continuity, differentiation, applications of the derivative, curve sketching, and integration theory.

Student Learning Outcomes:

- Find the limit of a given algebraic function
- Use the  $\epsilon$ - $\delta$  definition to prove the existence of a limit
- Find the limits of transcendental and piece-wise functions
- Determining limits involving infinity
- Find the limit of indeterminate forms
- Use limits to determine the asymptotes of rational functions

- Determine the continuity of a given function
- Find the derivative of a function using the definition of a derivative
- Find the derivative of a function using the rules of derivation
- Use implicit differentiation to find the derivative of an equation
- Solve a related application problem
- Find the optimum values of a function
- Know when and how to apply Role's Theorem and the Mean Value Theorem
- Use derivatives as an aide in sketching a curve.
- Use Newton's Method to approximate the zeros of an equation
- Find the antiderivative of algebraic and trigonometric functions

### M172

**S, 5 credits**

#### Calculus II

#### Core V

**Prerequisite: "C-" or better in M171, or consent of instructor**

This course covers methods of integration, applications of the integral, infinite sequences and series including Taylor series, parametric and polar equations.

Student Learning Outcomes:

- Use Riemann sums to approximate the area under a curve and the arch length of a curve
- Use the Fundamental Theorem of Calculus to evaluate a definite integral
- Use definite integrals to find the area under a curve and the arch length of a curve
- Use the integral to find the area between two curves, volumes of revolution, work, and the average value of a function
- Apply integration by direct and trigonometric substitution, parts and partial fractions
- Trigonometric integrals
- Apply Simpson's rule for approximating integrals, improper integrals, and indeterminate forms of limits
- Use the integral to find arc length, surface areas of revolution, moments, center of mass and hydrostatic pressure
- Explain and apply infinite sequences of real numbers, their monotonicity and boundedness, and the Monotonic Sequence Theorem
- Explain and apply convergent series of real numbers, geometric series, telescoping series and the basic test for divergence

- Explain and apply the integral, comparison, limit comparison, and alternating series tests for series convergence
- Explain and apply absolute convergence and the ratio and root tests
- Explain and apply power series, radius of convergence, and the integration and differentiation of power series
- Explain and apply Taylor series and Taylor polynomial approximations of functions
- Explain and apply parameterized curves in rectangular and polar coordinates, their derivatives, arc lengths and enclosed areas

**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 & middle school teachers, including proportional reasoning, functions, elementary number theory, statistical modeling, inference, and probability theory.

**Student Learning Outcomes:**

- Apply algebra in many forms (e.g., as a symbolic language, as generalized arithmetic, as a study of functions, relations, and variation) and use algebra to model physical situations and solve problems
- Explain proportionality and its invariant properties
- Apply number theory concepts and theorems, including greatest common factors, least common divisor, properties of prime and composite numbers, and tests for divisibility
- Represent, analyze and interpret data
- Simulate random events and describe expected features of random variation
- Distinguish between theoretical and experimental probability and describe how to use one or both to determine a probability in a given situation.

**M273** **F/S 4 credits**

**Multivariable Calculus**

**Core V**

**Prerequisite: "C-" or better in M172 or consent of instructor**

Topics in 2 and 3 dimensional geometry. Manipulation and application of vectors. Functions of several variables, contour maps, graphs, partial derivatives, gradients, double & triple integration,

Green's Theorem, Stoke's Theorem, Divergence Theorem.

**Student Learning Outcomes:**

- Explain the three-dimensional coordinate system, dot and cross products, equations of lines, planes, cylinders and quadratic surfaces
- Explain vector-valued functions and space curves, their derivatives, arc length and curvature, and motion in space
- Explain limits, continuity, and partial derivatives of functions of several variables
- Explain tangent planes to surfaces and linear approximations
- Explain the chain rule, directional derivative and gradient vector, extreme values and Lagrange Multipliers
- Explain double and triple integrals over general regions and their applications
- Explain triple integrals in cylindrical and spherical coordinates
- Explain vector fields, line integrals and the Fundamental Theorem of Line Integral
- Define Green's Theorem
- Explain curl and divergence of vector fields
- Explain surface integrals, Stoke's Theorem, and the Divergence Theorem

**M274** **F/S 3 credits**

**Differential Equations**

**Core V**

**Prerequisite: "C-" or better in M273 or consent of instructor**

Qualitative, quantitative, & numerical methods for ordinary differential equations. Modeling via differential equations, linear & nonlinear first order differential equations & systems, phase plane analysis, forced oscillations, & Laplace transforms.

**Student Learning Outcomes:**

- Recognize and classify differential equations
- Use graphical approaches to analyze solution curves
- Solve first and second order linear, homogeneous and non-homogeneous differential equations using classical techniques
- Solve first and second order linear homogeneous and linear non-homogeneous differential equations using Laplace Transforms and power series

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- Solve 2 by 2 linear homogeneous systems of differential equations
- Apply differential equations to solve various problems in the physical and natural sciences

**M191/291** **F/S, 0.5-10 credits**

### **Special Topics**

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

**M192/292** **F/S, 0.5-10 credits**

### **Independent Study**

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

**M194/294** **F/S, 0.5-10 credits**

### **Workshop**

These are concentrated class session on topic for which a particular need has been determined.

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## **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 2 and 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.

Student Learning Outcomes:

- Demonstrate an understanding of the stylistic features of the Middle Ages, Renaissance, Baroque, Classical, Romantic, and Twentieth-Century Western Art Music;
- Demonstrate an understanding of the musical corpus of a representative sample of composers;

- Identify terminology associated with the Western Art music tradition;
- Identify a representative sample of music listening examples from required listening.
- Identify a representative sample of music listening examples from required listening;
- Place unfamiliar listening examples in their proper historical style period;
- Demonstrate an understanding of music's place in the social/historical development of Western Europe and the United States.

**MUSI103** **F, 3 credits**

### **Fundamentals of Musical Creation**

#### **Core II - Category 1 or 2 and 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.

Student Learning Outcomes:

- Explain the basics of music notation.
- Define basic major scales and musical notes.
- Demonstrate fluency in reading and writing musical notation.
- Recognize bass, treble clef and simple rhythm
- Explain the basics of music signals.

**MUSI105** **F, 3 credits**

### **Music Theory I**

#### **Core II - Category 2**

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.

Student Learning Outcomes:

- Explain the basics of music theory and music notation
- Define scales, keys, intervals, triads, clefs, meter, rhythm, and some basic harmony;
- Demonstrate fluency in reading and writing musical notation;
- Demonstrate the provision of a foundation for music analysis skills.

**MUSI106** **S, 3 credits**

### **Music Theory II**

**Core II - Category 2**

**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.

Student Learning Outcomes:

- Explain the basics of music theory and music notation
- Define scales, keys, intervals, triads, clefs, meter, rhythm, and some basic harmony;
- Demonstrate fluency in reading and writing musical notation;
- Demonstrate the provision of a foundation for music analysis skills.

**MUSI112** **F, 1 credit**

**Choir**

**Core II - Category 1**

Performance training in vocal literature. Vocal ensembles of various genres with performance at community and college events. May be repeated. Additional fee required.

Student Learning Outcomes:

- Perform the music studied with correct rhythms, pitches and dynamics in public performances
- Gain an awareness of their part within the fabric of the whole ensemble
- Demonstrate expressive use of the voice while employing healthy singing technique
- Understand and participate in the development of choral sound
- Sing a wide variety of choral literature.
- Demonstrate an increased scope as a musician
- Demonstrate professional standards of stage presence and concert etiquette during public performances

**MUSI114** **F, 1 credit**

**Band**

**Core II - Category 1**

Instrumental ensembles of various genres with performance at community, sporting and college events. May be repeated.

Student Learning Outcomes:

- Perform the music studied with correct rhythms, pitches and dynamics in public performances
- Gain an awareness of their part within the fabric of the whole ensemble
- Demonstrate expressive use of the voice while employing healthy singing technique
- Understand and participate in the development of choral sound
- Sing a wide variety of choral literature
- Demonstrate an increased scope as a musician
- Demonstrate professional standards of stage presence and concert etiquette during public performances

**MUSI135** **F, 1 credit**

**Keyboard Skills I**

**Core II - Category 1**

Study of keyboard theory and technique, chords, scales, sight-reading, and piano repertoire. May be repeated. Additional fee required.

Student Learning Outcomes:

- Develop technical skills requisite for artistic self-expression at a level appropriate for a particular music concentration
- Develop sight reading ability in any key signature in both clefs
- Gain an understanding of the repertory in the performance area
- Perform a cross-section of music
- Gain knowledge and skills related to musical interpretation, articulation, accurate rhythmic figures
- Demonstrate the ability to improvise, compose, and harmonize melodies

**MUSI136** **S, 1 credit**

**Keyboard Skills II**

**Core II - Category 1**

Study of keyboard theory and technique, chords, scales, sight-reading, and piano repertoire. Continuation of MUSI135. May be repeated. Additional fee required.

Student Learning Outcomes:

- Develop technical skills requisite for artistic self-expression at a level appropriate for a particular music concentration
- Develop sight reading ability in any key signature in both clefs
- Gain an understanding of the repertory in the performance area
- Perform a cross-section of music



- Gain knowledge and skills related to musical interpretation, articulation, accurate rhythmic figures
- Demonstrate the ability to improvise, compose, and harmonize melodies

**MUSI140** **F, 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.

Student Learning Outcomes:

- Sing melodies in major and minor keys, simple and compound meters while maintaining a steady beat
- Recognize scales modes, interval, and notation
- Dictation of melodies in both major and minor key
- Identification of meter and rhythmic dictation in simple and compound meters
- Demonstrate improvement of the musical ear
- Demonstrate the provision of a foundation for music analysis skills

**MUSI141** **S, 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.

Student Learning Outcomes:

- Sing melodies in major and minor keys, simple and compound meters while maintaining a steady beat
- Recognize scales modes, interval, singing of melodies, notation, chord quality, meter and rhythm dictation, and two- and four- part harmonic dictation
- Dictation of melodies in both major and minor key

- Identify of meter and rhythmic dictation in simple and compound meters
- Demonstrate improvement of the musical ear
- Demonstrate the provision of a foundation for music analysis skills, error recognition and perception of meter or form

**MUSI160** **F, 1 credit**

**Beginning Guitar**

**Core II - Category 1**

Basic instruction in techniques of chord and music reading, classical guitar, tablature, and solo and ensemble performance. May be repeated. Additional fee required.

Student Learning Outcomes:

- The objective of this one-semester course is to teach fundamentals of guitar, as well as music reading skills. The student will be introduced to chords, individual notes, and technical music terms and symbols during the course of the semester.

**MUSI195** **F/S, 1 credit**

**Applied Music I**

**Core II - Category 1**

Individualized lessons. Additional fee required.

Student Learning Outcomes:

- Display growth in artistry, technical skills, collaborative competence, and knowledge of repertory through regular performance experience
- Develop technical skills requisite for artistic self-expression at a level appropriate for the music concentration
- Develop the ability to read at sight demonstrating general musicianship at level of skill relevant to professional standards
- Perform a cross-section of music from the various style's representative of the particular performance medium
- Gain knowledge and leadership skills to work in collaboration on matters of musical interpretation

**MUSI202** **F/S, 3 credits**

**Introduction to Music Literature**

**Core II - Category 2**

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.

Student Learning Outcomes:

- Explain the basic elements of all music such as melody, harmony, rhythm, and timbre
- Identify, by ear, music from any of the six periods: Middle Ages, Renaissance, Baroque, Classical, Romantic, Modern
- Describe the development of styles and/or genres of western music from the Middle Ages to the 21st Century
- Discuss various philosophical concepts, cultural events, and technological developments in music
- Trace the history of western music and identify significant composers and representative works
- Listen responsively and write critically about music
- Discuss the cultural influences of music from various world cultures
- Examine the nature of human experience and/or artistic expression

**MUSI203**

**F, 3 credits**

**American Popular Music**

**Core II - Category 2 and 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.

Student Learning Outcomes:

- Student will demonstrate knowledge of the fundamentals and elements of popular styles
- Students demonstrate knowledge of the heritage and diversity of popular music
- Student will be able to discriminate between styles of music through listening skills, analysis, and perception of musical characteristics
- Student will be able to analyze social, political, cultural and historical influences that have shaped American popular music.

**MUSI205**

**F, 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.

Course Learning Objectives:

- Discuss analytical work from an independent perspective
- Employ tools of theoretical work including keyboarding skills, spoken and written language, research techniques, and applicable technologies
- Analyze relationships between theory and composition
- Create original or derivative work
- Compare and evaluate results of analytical procedures

**MUSI206**

**S, 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.

Student Learning Outcomes:

- Gain an understanding of common elements and organizational patterns of music and their interaction, ability to employ this understanding in aural, verbal and visual analysis.
- Gain sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications.
- Demonstrate ability to place music in historical, cultural and stylistic context.
- Understand relationship between theory and composition.
- Practice synthesis of a broad range of musical knowledge and skills through independent study with minimum faculty guidance.

**MUSI207**

**S, 3 credits**

**World Music (equivalent to MUSI307)**

**Core II – Category 2, Core III or Core VI**

Covers music cultures in various parts of the world, with emphasis on the way in which music functions within each society. The basic elements of music, such as melody, rhythm, form and texture, will be covered to develop perceptive listening. Selected musical cultures of the Middle East, Asia, Europe, Africa, the Caribbean and Latin America will be presented. This all-inclusive world music course will give students a broader view of the global world.

Student Learning Outcomes:

- Examine the function of the arts (music, dance, and theater) in each culture through lectures and demonstrations and video presentations
- Identify the representative musical genres and important musical instruments of a given culture by watching video and listening to audio examples and participating in class activities
- Discuss music according to each culture's concepts and the roles different types of music play in their own cultural contexts
- Recognize the different musical traditions that are covered, appreciate the connections between music and culture, and understand the variety of meanings music can have for different societies

**MUSI212**

**S, 1 credit**

**Choir II**

**Core II - Category 1**

Performance training in vocal literature. Vocal ensembles of various genres with performance at community and college events. May be repeated. Additional fee required.

Student Learning Outcomes:

- Perform the music studied with correct rhythms, pitches and dynamics in public performances
- Gain an awareness of their part within the fabric of the whole ensemble
- Demonstrate expressive use of the voice while employing healthy singing technique
- Understand and participate in the development of choral sound
- Sing a wide variety of choral literature
- Demonstrate an increased scope as a musician
- Demonstrate professional standards of stage presence and concert etiquette during public performances

**MUSI214**

**S, 1 credit**

**Band II: Dawson Pep**

**Core II - Category 1**

Instrumental ensembles of various genres with performance at community, sporting and college events. May be repeated. Additional fee required.

Student Learning Outcomes:

- Perform the music studied with correct rhythms, pitches and dynamics in public performances
- Gain an awareness of their part within the fabric of the whole ensemble
- Demonstrate expressive use of the voice while employing healthy singing technique
- Understand and participate in the development of choral sound
- Sing a wide variety of choral literature.
- Demonstrate an increased scope as a musician
- Demonstrate professional standards of stage presence and concert etiquette during public performances

**MUSI235**

**F, 1 credit**

**Keyboard Skills III**

**Core II - Category 1**

Study of keyboard theory and technique, chords, scales, sight-reading, and piano repertoire. Continuation of MUSI136. May be repeated. Additional fee required.

Student Learning Outcomes:

- Develop technical skills requisite for artistic self-expression at a level appropriate for a particular music concentration
- Develop sight reading ability in any key signature in both clefs
- Gain an understanding of the repertory in the performance area
- Perform a cross-section of music, including I-vi-IV-ii-V-I in any major key and i-VI-iv-V-I in any minor key
- Gain knowledge and skills related to musical interpretation, articulation, accurate rhythmic figures
- Sight-read easy vocal and instrumental accompaniments
- Sight-read a melody in alto and tenor clefs
- Sight-read a homophonic open-score choral, string, or band excerpt [whichever is your primary instrument]. The band excerpt will be in four parts with one transposing instrument
- Play a polyphonic open-score choral, string, or band excerpt. The band excerpt will be in four parts with one transposing instrument

- Transpose wind parts to concert pitch and play at sight
- Harmonize a melody at sight using primary and secondary chords with varied accompaniment styles
- Improvise a basic two-hand vamp using a given chord sequence or chord names or symbols
- Play Bach's "Prelude in C" from WTC1 and other solo repertoire at the Late Elementary thru Intermediate levels
- Play a basic accompaniment with a soloist
- Demonstrate the ability to improvise, compose, and harmonize melodies, including all harmonic minor scales and arpeggios hands together, three octaves, MM=88+, pentacles moving up by half steps using pivot chords, and chromatic scale hands separately, starting on any note, M.M. = 76+

**MUSI236** **S, 1 credit**

**Keyboard Skills IV**

**Core II - Category 1**

Study of keyboard theory and technique, chords, scales, sight-reading, and piano repertoire. Continuation of MUSI235. May be repeated. Additional fee required.

Student Learning Outcomes:

- Display growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular performance experience
- Develop technical skills requisite for artistic self-expression at a level appropriate for the particular music concentration
- Develop the ability to read at sight demonstrating general musicianship at level of skill relevant to professional standards
- Gain an understanding of the repertory in the performance area
- Perform a cross-section of music from the various style's representative of the particular performance medium
- Gain knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation

**MUSI240** **F, 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.

Student Learning Outcomes:

- Sing melodies in major and minor keys, simple and compound meters while maintaining a steady beat
- Recognize scales modes, interval, singing of melodies, notation, chord quality, meter and rhythm dictation, and two- and four- part harmonic dictation
- Dictation of melodies in both major and minor key.
- Identification of meter and rhythmic dictation in simple and compound meters
- Demonstrate improvement of the musical ear, including skill in melodic and harmonic dictation, four parts modulation, more complex harmonic progressions, secondary dominance and borrowed chords
- Demonstrate the provision of a foundation for music analysis skills, error recognition and perception of meter or form

**MUSI241** **S, 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.

Student Learning Outcomes:

- The student will interpret aural dictation demonstrating general musicianship a level of skill relevant to professional standards appropriate for their particular music concentration
- The student will interpret aural dictation demonstrating general musicianship at a level of skill relevant to professional standards appropriate for their particular music concentration
- The student will read at sight demonstrating general musicianship at a level of skill relevant to professional standards appropriate for their particular music concentration
- The student will assess sight reading through aural, verbal, and visual analysis in relation to expected outcomes.
- The student will assess dictation through aural, verbal, and visual analysis in relation to expected outcomes.

**MUSI191/291** **F/S, 0.5-10 credits**  
**Special Topics/Experimental Courses**

Dawson Community College

Academic Catalog 2022-23

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

**MUSI192/292 F/S, 0.5-10 credits**

**Independent Study**

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

**MUSI194/294 F/S, 0.5-10 credits**

**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 1**

Individualized lessons. Additional fee required.

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## Music: Education

**MUSE220 F, 2 credits**

**Intro to Computer Applications in Music Education**

This course examines computer notation software, soundboards, 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.

Student Learning Outcomes:

- Student will understand Finale and its uses in the field of Music Technology
- Student will be proficient in using the Mac operating system and Finale Software
- Student will operate Finale using both simple and quick entry formats
- Student will efficiently and correctly transcribe works from paper to Finale
- Student will be proficient in the use of shortcuts and quick keys to produce or transcribe a piece of music
- Student will transpose and edit music to multiple instruments and octaves efficiently in the Finale program.
- Student will utilize various methods of input of notation using the software and hardware

- Student will transpose and edit music to multiple instruments and octaves efficiently in the Finale program
- Student will gain knowledge of the history of music technology and the advancements that have brought it to where it is today
- Student will describe, recognize and utilize terms, equipment and procedures used in a modern recording studio
- Student will use the software and hardware to operate and control the various tracks
- Student will understand and utilize signal flow in studio and live settings
- Student will be able to record, edit, and produce a recording and describe and assess them
- Student will work with other's using different roles to record, edit, produce, and assess a multitrack recording
- Students will understand the process to input Plugin's and effects to enhance a given recording
- Student will be able to record, build, edit, mix, produce and assess a multitrack recording from one or multiple sources

**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, sound, and basic conducting technique.

Student Learning Outcomes:

- Demonstrate score preparation and basic knowledge of the music through singing, and conducting exercises
- Demonstrate a basic level of hand independence
- Demonstrate the ability to conduct in patterns of 1 to 12 beats per measure, as well as asymmetrical meters (e.g. 5/8, 7/8, etc.) with appropriate style to the music
- Demonstrate the ability to conduct entrances, releases, continuations after a fermata, crescendo, diminuendo, with a variety of styles and rhythmic complexities
- Demonstrate the ability to assimilate all of the above, and conduct with expression appropriate to the music with eye contact and proper posture



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## 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.

Student Learning Outcomes:

- Understand and apply basic concepts about Native American cultures and culture perception
- Describe the basic characteristics of the Native American cultural areas of the United States
- Understand Native American history prior to 1492
- Understand historical facts and basic legal principles and how they influence Native American life and culture in modern times
- Describe the major historical, social, and economic events that have contributed to the current socio-economic environment of Native Americans
- Demonstrate awareness of self as a member of a multicultural global community

**NASX191/291** **F/S, 0.5-10 credits**  
**Special Topics**

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

**NASX192/292** **F/S, 0.5-10 credits**  
**Independent Study**

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

**NASX194/294** **F/S, 0.5-10 credits**  
**Workshop**

These are concentrated class sessions on a topic for which a particular need has been identified.

## Natural Resources Science and Management

**NRSM101** **F, 3 credits**  
**Natural Resource Conservation**

**Co-requisite: NRSM102**

Soils, water, rangeland and wildlife conservation. Impacts of population growth, economics, ethics and agriculture on the sustainability of resources will be examined. Applying ecological principles to crop and rangeland management is emphasized.

Student Learning Outcomes:

- The student will describe the principles of ecology and the management of natural resources.
- The student will describe and apply scientific methods and the process of scientific thinking to the management of natural resources.
- The student will describe human population growth and the challenges this presents to natural resource management and sustainable agriculture.
- The student will describe the properties of soils, and discuss soil conservation and explain its importance to sustainable agriculture.
- The student will discuss the role of wildlife in sustainable agriculture and rangeland management.
- The student will identify graminoid and non-graminoid range plants with regard to common and scientific name, and classify these plants as to their response to grazing pressure.
- The student will collect, press, mount, and identify 60 different range plants.
- The student will perform range site evaluation with regard to soil type, topography, plant communities present, and condition.
- The student will perform stocking rate analysis, analyze and describe grazing management strategies, estimate forage utilization, and define and indicate range trend.
- The student will label the parts of a grass plant, describe the growth pattern of a grass plant, will relate seasonal nutrient storage of grass plants to timing and intensity of grazing pressure and the use of grazing systems.

**NRSM102** **F, 1 credit**  
**Montana Range Plants**

**Co-requisite: NRSM101**

Laboratory exercises designed to relate the

concepts from NRSM 101 to grazing management. Rangeland condition and management will be emphasized. Sixty common native and introduced plants will be collected, identified and classified in the field.

Student Learning Outcomes:

- The student will describe the principles of ecology and the management of natural resources.
- The student will describe and apply scientific methods and the process of scientific thinking to the management of natural resources.
- The student will describe human population growth and the challenges this presents to natural resource management and sustainable agriculture.
- The student will describe the properties of soils, and discuss soil conservation and explain its importance to sustainable agriculture.
- The student will discuss the role of wildlife in sustainable agriculture and rangeland management.
- The student will identify graminoid and non-graminoid range plants with regard to common and scientific name, and classify these plants as to their response to grazing pressure.
- The student will collect, press, mount, and identify 60 different range plants
- The student will perform range site evaluation with regard to soil type, topography, plant communities present, and condition.
- The student will perform stocking rate analysis, analyze and describe grazing management strategies, estimate forage utilization, and define and indicate range trend.
- The student will label the parts of a grass plant, describe the growth pattern of a grass plant, will relate seasonal nutrient storage of grass plants to timing and intensity of grazing pressure and the use of grazing systems.

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## Nutrition

**NUTR221**

**F/S, 3 credits**

**Basic Human Nutrition**

**Core IV**

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.

Student Learning Outcomes:

- Begin to develop and apply the basic skills of critical thinking, resource evaluation and show a “healthy skepticism” regarding the science of nutrition. (Identify and solve problems using methods of the discipline.)
- Learn to work effectively as a team member in discussing and developing answers to critical questions and problems given in threaded class discussions. (Utilize creative and critical scientific questioning to comprehend the scientific world)
- Select a contemporary nutrition article on the internet and prepare a written analysis of its soundness and validity based on appropriate scientific research using a variety of appropriate scientific resources. Utilize creative and critical scientific questioning to evaluate and comprehend validity. (Utilize creative and critical scientific questioning to comprehend the scientific world)
- Recognize and describe how science contributes to the development of current nutrition standards such as the Dietary Guidelines, the MyPlate food guide and Dietary Reference Intakes. (Demonstrate scientific awareness of the interrelationships of laws that govern the natural world.)
- Use current information technologies such as computer dietary analysis and internet resources to analyze nutrition related contemporary issues such as ‘low carb’ diets, nutritional genomics, and functional foods. Utilize these to evaluate their own “real life” dietary and health habits. . (Demonstrate scientific awareness of the interrelationships of laws that govern the natural world.)
- Discover through a series of personal dietary evaluation assignments whether nutrient needs are being met by current food choices and make informed choices regarding the results. (Identify and solve problems using methods of the discipline)
- Examine food safety concerns such as common food borne illnesses, environmental contaminants such as mercury, and the scientific and societal issues regarding biotechnology. (Demonstrate scientific awareness of the interrelationships of laws that govern the natural world.)
- Become familiar with the regulations regarding dietary supplements and understand the need for evidence based research in the area of alternative nutrition and herbal remedies.

(Demonstrate scientific awareness of the interrelationships of laws that govern the natural world.)

- Examine the role of macro and micronutrients in promoting optimal health and prevention of chronic disease. (Identify and solve problems using methods of the discipline)
- Learn to identify foods that provide rich sources of essential nutrients and phytonutrients and investigate ways to incorporate them into making healthy food choices. (Identify and solve problems using methods of the discipline.)
- Acquire a basic understanding of how physical activity and nutrition contribute to a healthy lifestyle emphasizing the role of fuel and fluids. (Identify and solve problems using methods of the discipline)
- Discuss how a diversity of factors, including economic, psychological, cultural and social influence the behavioral selection of food. (Utilize creative and critical scientific questioning to comprehend the scientific world.)
- Develop a working knowledge of how nutritional needs are affected by normal physiologic states of the life span including age, growth and normal development. (Demonstrate scientific awareness of the interrelationships of laws that govern the natural world.)

- Discuss a variety of philosophical and cultural ideas from a variety of cultures.

**PHL110** **S, 3 credits**

### **Introduction to Ethics**

**Core II - Category 2**

**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.

Student Learning Outcomes:

- Illustrate the need for reason and impartiality in discussing ethics and morality
- Evaluate, analyze, and distinguish the major ethical theories discussed
- Explain why one might choose to embrace or reject a specific ethical position
- Identify the problems and issues with prominent ethical concepts and theories
- Demonstrate the ability to apply various ethical theories to specific moral issues
- Communicate thoughts clearly, logically and thoughtfully through writing & discussion
- Think critically about moral/ethical issues related to their academic/vocational field

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## **Philosophy**

**PHL101** **F, 3 credits**

### **Introduction to Philosophy**

**Core II - Category 2**

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.

Student Learning Outcomes:

- Be able to analyze the central ideas of Eastern and Western philosophy;
- Understand the origins of beliefs and values that are part of Western civilization;
- Critically evaluate the philosophical ideas and arguments central to Eastern and Western philosophy;
- Demonstrate knowledge of the main figures in the history of philosophy;

**PHL191/291** **F/S, 0.5-10 credits**

### **Special Topics**

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

**PHL192/292** **F/S, 0.5-10 credits**

### **Independent Study**

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

**PHL194/294** **F/S, 0.5-10 credits**

### **Workshop**

Concentrated class sessions on a topic for which a particular need has been identified.

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## **Photography**

**PHOT194/294** **F/S, 1-3 credits**

### **Seminar/Workshop**

These are concentrated class sessions on a topic for which a particular need has been identified.

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## **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.

#### Student Learning Outcomes:

- Understand rudimentary chemistry—atoms, molecules, compounds, elements, acids/bases and simple organic structures;
- Understand the basic scientific method and the difference between fact, law, hypothesis, and theory;
- Understand and do simple calculations using Newton's laws of motion;
- Understand what momentum, impulse, energy and power are and how they differ from one another (scalar and vector);
- Understand how gravity works and perform simple projectile motion calculations;
- Understand what heat and temperature are and the simplified laws of thermodynamics;
- Describe the methods of how heat is transferred from one place to another;
- Understand and describe the basic laws of electricity and magnetism with simplified circuits;
- Understand and describe the nature of light and sound; and perform simple calculations with both;
- Develop problem-solving skills by generating possible explanations of the development of

- landforms, features, planets and stars by complex natural processes;
- Identify different rocks and minerals including how much magnesium and iron are present based on color;
- Identify different types of mountains and landforms;
- Explain how the different types of mountains are formed (uplift, volcanic action);
- Explain how different minerals are formed;
- Explain earthquakes by different types of fault shifting.

### **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.

#### Student Learning Outcomes:

- Understand rudimentary chemistry—atoms, molecules, compounds, elements, acids/bases and simple organic structures;
- Understand the basic scientific method and the difference between fact, law, hypothesis, and theory;
- Understand and do simple calculations using Newton's laws of motion;
- Understand what momentum, impulse, energy and power are and how they differ from one another (scalar and vector);
- Understand how gravity works and perform simple projectile motion calculations;
- Understand what heat and temperature are and the simplified laws of thermodynamics;
- Describe the methods of how heat is transferred from one place to another;
- Understand and describe the basic laws of electricity and magnetism with simplified circuits;
- Understand and describe the nature of light and sound; and perform simple calculations with both;
- Develop problem-solving skills by generating possible explanations of the development of landforms, features, planets and stars by complex natural processes;



- Identify different rocks and minerals including how much magnesium and iron are present based on color;
- Identify different types of mountains and landforms;
- Explain how the different types of mountains are formed (uplift, volcanic action);
- Explain how different minerals are formed;
- Explain earthquakes by different types of fault shifting.

**PHSX121** **F/S 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.

Student Learning Outcomes:

- Identify, formulate and organize physics problems in kinematics, mechanics, fluids and thermodynamics.
- Apply physics concepts and equations to real-world problems and design challenges.
- Design scientific experiments, collect and analyze data, and draw conclusions.
- Communicate the ideas of classical physics both in everyday language and in the language of mathematics.
- Identify and interpret the kinematic variables of displacement, velocity, and acceleration.
- Demonstrate an understanding of the relationship between impulse and momentum and how the absence of external forces on a system leads to the conservation of linear momentum.
- Analyze, apply, and calculate, in one and two dimensions, various results based on the conservation of linear momentum.
- Summarize the conditions that define uniform circular motion (UCM).
- Define work as the combination of force applied through a distance.

**PHSX123** **F/S 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.

Student Learning Outcomes:

- Produce both numerical and symbolic solutions to problems using the techniques of algebra, trigonometry, and the concepts of classical physics.
- Apply physics concepts and equations to real-world problems and design challenges.
- Design scientific experiments, collect and analyze data, and draw conclusions.
- Explain and calculate the electric field and potential for discrete and simple continuous charge distributions.
- Analyze parallel and series circuits involving resistors, capacitors, batteries, and other direct current circuit components.
- Explain and apply the concepts and equations of magnetism, the magnetic properties of matter, and basic concepts relating to currents and induction.
- Explain the relationship between the components of electromagnetic waves and calculate the energy carried in an electromagnetic wave.

**PHSX205** **S, 3 credits**  
**College Physics I**  
**Core IV**

**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).

Student Learning Outcomes:

- Correctly manipulate vectors in physics applications
- Understand and apply the basic equations that describe linear motion
- Recognize and identify the forces acting on an object



- Understand and apply the basic equations that describe rotational motion
- Understand concepts of work and energy and their conservation.
- Describe basic properties of fluids
- Use the correct mathematical equations to solve basic physics problems that are representative of real world scenarios involving the basic principles.
- Apply the scientific method to basic principles in physics through laboratory work

**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.

Student Learning Outcomes:

- Correctly manipulate vectors in physics applications
- Understand and apply the basic equations that describe linear motion
- Recognize and identify the forces acting on an object
- Understand and apply the basic equations that describe rotational motion
- Understand concepts of work and energy and their conservation
- Describe basic properties of fluids
- Use the correct mathematical equations to solve basic physics problems that are representative of real-world scenarios involving the basic principles
- Apply the scientific method to basic principles in physics through laboratory work

**PHSX220** **S, 3 credits**

**Physics I (w/Calculus)**

**Core IV**

**Prerequisite: M171 or consent of instructor**

**Co-requisite: 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.

Student Learning Outcomes:

- Define each of the related vocabulary words
- Recognize related symbolism

- Recognize and differentiate related nomenclature
- Delineate concepts within a topic
- Translate descriptive material to mathematical formulae
- Translate mathematical formulae into charts, tables or graphs and other descriptive results
- Collect and organize data in a systematic and organized manner
- Describe the observations and draw conclusions from experimental criteria
- Write a scientific report using conventional format
- Read and evaluate problem statements
- Apply known concepts to new situations
- Demonstrate the ability to select and apply contemporary forms of technology to solve problems or compile information

**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.

Student Learning Outcomes:

- Define each of the related vocabulary words
- Recognize related symbolism
- Recognize and differentiate related nomenclature
- Delineate concepts within a topic
- Translate descriptive material to mathematical formulae
- Translate mathematical formulae into charts, tables or graphs and other descriptive results
- Collect and organize data in a systematic and organized manner
- Describe the observations and draw conclusions from experimental criteria
- Write a scientific report using conventional format
- Read and evaluate problem statements
- Apply known concepts to new situations
- Demonstrate the ability to select and apply contemporary forms of technology to solve problems or compile information

**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.

**Student Learning Outcomes:**

- Define each of the related vocabulary words
- Recognize related symbolism
- Recognize and differentiate related nomenclature
- Delineate concepts within a topic
- Translate descriptive material to mathematical formulae
- Translate mathematical formulae into charts, tables or graphs and other descriptive results
- Collect and organize data in a systematic and organized manner
- Describe the observations and draw conclusions from experimental criteria
- Write a scientific report using conventional format.
- Read and evaluate problem statements
- Apply known concepts to new situations
- Demonstrate the ability to select and apply contemporary forms of technology to solve problems or compile information

**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.

**Student Learning Outcomes:**

- Define each of the related vocabulary words
- Recognize related symbolism
- Recognize and differentiate related nomenclature
- Delineate concepts within a topic
- Translate descriptive material to mathematical formulae
- Translate mathematical formulae into charts, tables or graphs and other descriptive results
- Collect and organize data in a systematic and organized manner
- Describe the observations and draw conclusions from experimental criteria
- Write a scientific report using conventional format.

- Read and evaluate problem statements
- Apply known concepts to new situations
- Demonstrate the ability to select and apply contemporary forms of technology to solve problems or compile information

**PHSX191/291** **F/S, 0.5-10 credits**

**Special Topics**

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

**PHSX192/292** **F/S, 0.5-10 credits**

**Independent Study**

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

**PHSX194/294** **F/S, 0.5-10 credits**

**Seminar/Workshop**

These are concentrated class sessions on a topic for which a particular need has been identified.

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## Political Science

**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.

**Student Learning Outcomes:**

- Identify and describe American political values, culture, institutions, and processes
- Describe the basic components of American government including the political culture, political institutions, and linkages to the public
- Assess how federalism influences the federal and state governments
- Describe and evaluate the structure, powers, and functions of the legislative branch, the executive branch, the judicial branch, and the federal bureaucracy

- Analyze, compare, and critique what is distinctive and significant about the American political experience and legacy
- Identify the basic principles and philosophy of the U.S. Constitution and explain the impact of these principles on the political system
- Discuss the significance of relevant Articles and Amendments to the U.S. Constitution
- Compare and contrast civil rights with civil liberties and explain how government facilitates or hinders those rights
- Demonstrate the ability to participate meaningfully and effectively in the American political system
- Examine the nature of public opinion, political socialization, changes in American democracy, and the media's impact on public opinion and politics

**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.

**Student Learning Outcomes:**

- Explain the differences between state, local, and federal governments and their impact on our lives;
- Describe the concept of federalism and its significance to state and local governments;
- Compare and contrast Montana's State Constitution with the United States Constitution;
- Describe the impact of political parties, interest groups, campaigns, and voting on state and local government political processes;
- Identify the three branches of state government (executive, legislative, and judicial) and explain their functions with an emphasis on Montana's state government;

- Describe the roles of governors, state legislators, and state supreme court justices and judges and explain how their activities interact with each other;
- Explain the importance of local governments such as counties, cities, and special districts and explain how they are created;
- Describe the roles of mayors, city councils, county commissioners, justices of the peace, and other local/county officials; and,
- Identify and explain the importance of various public policy issues for state and local governments such as education, taxation, criminal justice, social welfare, local health care, the environment, etc.

**PSCI191/291** **F/S, 0.5-10 credits**  
**Special Topics**

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

**PSCI192/292** **F/S, 0.5-10 credits**  
**Independent Study**

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

**PSCI194/294** **F/S, 0.5-10 credits**  
**Workshop**

These are concentrated class sessions on a topic for which a particular need has been identified.

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**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.

**Student Learning Outcomes:**

- Define psychology
- Define the scientific method and its application to psychology
- Describe how the brain and biological factors influence our thoughts, feelings, and behavior

- Describe how psychology is applied in the real world and in a variety of various contexts

**PSYX230** **S, 3 credits**

**Developmental Psychology**

**Core III**

This course examines human development from conception through death, emphasizing physical, cognitive, emotional, and psychosocial factors.

Student Learning Outcomes:

- Define Developmental Psychology and what Developmental Psychologists do
- Describe the relationship of Development Psychology to other branches of Psychology
- List the 8 Stages of the Human Life Span
- Define the major concepts and phenomena in Developmental Psychology

**PSYX240** **S/Alt Yr, 3 credits**

**Fundamentals of Abnormal Psychology**

**Core III**

This course examines a diverse number of disorders currently identified in the DSM-5. Students will gain an understanding of what abnormal psychology is. They will learn how assessments are used and how diagnoses are made. Students will gain an understanding of the specific psychological disorders, personality disorders, substance-related disorders, mood disorders, neurodevelopmental disorders, etc.

Student Learning Outcomes:

- Define terms related to Substance Use Disorders, Mental Disorders, Clients, Treatment, Programs and Systems
- Identify disorders such as Personality, Mood and Anxiety, Schizophrenia, ADHD, PTSD, Eating, and Gambling, Plus the Substance Use Disorders

**PSYX272** **S, 3 credits**

**Educational Psychology**

**Core III**

Students will explore, compare, contrast, and analyze major psychological theories of development and learning. The major progression of physical, social, emotional, moral, and cognitive development and the ranges of individual variation within these domains of development in children from birth to adolescence will be emphasized. The course will emphasize the diversity of all learners with regard to learning styles, multiple intelligences,

gender differences, cultural expectations, and exceptionalism as well as normal psychological development.

Student Learning Outcomes:

- Describe the basic components of learning and how they relate to education.
- Differentiate the basic theoretical approaches used to explain personal, social, and emotional development within the context of education.
- Describe and explain factors involved in creating productive learning environments.
- Identify, describe, and explain factors that are important in using technology to promote effective learning and instruction.
- Describe and explain factors that contribute to socio-cultural differences in learning.

**PSYX191/291** **F/S, 0.5-10 credits**

**Special Topics**

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

**PSYX192/292** **F/S, 0.5-10 credits**

**Independent Study**

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

**PSYX194/294** **F/S, 0.5-10 credits**

**Workshop**

These are concentrated class sessions on a topic for which a particular need has been identified.

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## **Sociology**

**SOCI101** **F/S, 3 credits**

**Intro to Sociology**

**Core III or 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.

Student Learning Outcomes:

- Define sociology and demonstrate development of a sociological imagination
- Use the sociological perspective in examining social phenomena and assess the importance of a global perspective for sociology
- Explain and apply disciplinary methods, including types of questions asked by sociologists and methods used to explore those questions
- Evaluate social inequality including racial, social, economic, and gender inequality
- Describe the structure and dynamics of the major social institutions such as economics, family, religion, education, medicine, and politics
- Assess the impact of industrialization and urbanization on human life
- Evaluate social change and examine the causes of social change including culture, social structure, ideas, the natural environment, and demographics
- Explain and apply sociological concepts and theories
- Compare and contrast the three main theoretical views of social conflict, structural-functional, and symbolic interaction.
- Examine culturally grounded assumptions that influence the perception and behaviors of individuals and groups.
- Define the sociological concepts of culture, society, and culture shock and explain the major components of all cultures.
- Define socialization and discuss the impact of culture and social structure on the basic human socialization process.

**SOCI201**

**S, 3 credits**

**Social Problems**

**Core III or 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.

Student Learning Outcomes:

- Apply the sociological perspective to the study of social problems.
- Describe how social problems have been viewed and evolve over time.
- Identify and explain the factors that determine whether or not an issue is a social problem.

- Explain and apply sociological concepts and theories to the analysis of social problems.
- Compare and contrast the structural-functional, symbolic-interaction, and social-conflict perspectives on multiple social problems in society.
- Use disciplinary methods in the analysis of social problems.
- Explain the interconnectedness of social problems in our society and identify the global significance of social problems around the world.
- Identify specific social problems that are of concern to the student and analyze the social problem's impact on overall society.
- Demonstrate an understanding of the structural and ideological processes that influence social problems.
- Describe the relationship between politics and the various social problems in terms of how conservatives, liberals and the radical left/right construct social problems and define solutions.

**SOCI206**

**S, 3 credits**

**Deviant Behavior**

**Core III**

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.

Student Learning Outcomes:

- Define and explain basic terms and concepts related to deviancy
- Define the relationship between social norms and deviant behavior
- Identify the major theories of deviance.
- Identify theoretical concepts related to the control and identification of deviancy
- Analyze the historical course of deviancy from an American context
- Analyze the social consequences of deviance
- Differentiate between cultural universals regarding deviance and culturally determined definitions of deviant behavior
- Objectively analyze personal attitudes and beliefs regarding various deviancies
- Categorize and explain recognized forms of social deviance
- Describe society's changing solutions to the problems of deviance, analyze them, and propose alternatives



**SOCI211**

**F, 3 credits**

**Intro to Criminology**

**Core III**

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.

**Student Learning Outcomes:**

- Demonstrate an understanding of the nature and causes of crime and delinquency
- Explain criminology and analyze current crime trends in the United States
- Describe the various types of property and personal crimes and analyze the current status of these crimes (e.g., rates, patterns, offender characteristics, victim characteristics, etc.)
- Explain the history and evolution of organized crime and gangs in the United States and abroad
- Describe various types of public order crimes and assess their impact on society
- Compare and contrast international and comparative criminology and assess why crime is a global problem
- Demonstrate an understanding of the extent and distribution of crime
- Examine the various concepts of crime and explain how crimes are measured
- Compare and contrast UCR, NIBRS, NCVS, and self-report measures of crime
- Use sociological methodology to study crime and delinquency
- Assess the major theories of crime causation and their subsequent policy implications
- Evaluate explanations of crime and delinquency
- Compare and contrast the two major schools of criminological thought: classicalism and positivism
- Evaluate the routine activities approach and the concerns associated with being a victim of crime

**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.

**Student Learning Outcomes:**

- Understand the development of the juvenile court, the controversies that continue to persist about it and the concept of delinquency
- Be aware of how much delinquency occurs, what types of offenses juveniles are most likely to commit, who is most likely to commit them
- Understand the common theoretical perspectives that criminologists use to explain delinquency
- Gain a more complete understanding of delinquency in the United States and become a better consumer of the information presented in the media

**SOCI191/291**

**F/S, 0.5-10 credits**

**Special Topics**

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

**SOCI192/292**

**F/S, 0.5-10 credits**

**Independent Study**

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

**SOCI194/294**

**F/S, 0.5-10 credits**

**Seminar/Workshop**

These are concentrated class sessions on a topic for which a particular need has been identified.

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**Spanish**

**SPNS101**

**F, 5 credit**

**Elementary Spanish I**

**Core II - Category 2 or 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.

Student Learning Outcomes:

- Reproduce comprehensibly the pronunciation and intonation of the Spanish language
- Understand basic oral statements, instructions, and questions
- Apply accurately vocabulary and learned phrases in simple oral expressions
- Demonstrate a knowledge of vocabulary and grammar in basic conversational situations
- Employ comprehensible grammar in writing simple statements
- Read and comprehend basic information
- Identify geographical locations where the Spanish language is spoken

**SPNS102** **F/S, 5 credit**

### **Elementary Spanish II**

**Core II - Category 2 or 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.

Student Learning Outcomes:

- Demonstrate improved pronunciation and intonation
- Comprehend and respond to oral directions and questions
- Verbalize simple personal ideas using correct pronunciation and grammar
- Comprehend simple, brief, written selections
- Write simple, guided compositions, based on everyday situations, using correct grammar
- Demonstrate an awareness of the need for appropriate cultural behaviors in everyday situations
- Demonstrate knowledge of some contributions of the target culture to the culture of the United States

**SPNS201** **F/S, 3 credits**

### **Intermediate Spanish I Core II, Category 2 or Core VI**

**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.

Student Learning Outcomes:

- This course is designed to strengthen the fundamental language skills you have already acquired so that you may communicate in Spanish with greater ease. Through grammar review, short stories, articles, songs, compositions, and class discussions you will have many opportunities to practice and improve expressing yourself in the language. Using correct and pleasant sounding pronunciation will also be a focal point in this course. This class will be taught completely in Spanish.

**SPNS202** **S, 3 credits**

### **Intermediate Spanish II**

**Core II - Category 2 or Core VI**

**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.

Student Learning Outcomes:

- Designed to follow the third semester review of grammar and basic skills. Taught through a series of carefully selected readings in Spanish culture, civilization, and literature which will provide the basis for writing essays and reports and developing advanced language skills

**SPNS191/291** **F/S, 0.5-10 credits**

### **Special Topics**

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

**SPNS192/292** **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.

#### **SPNS194/294**

**F/S, 0.5-10 credits**

#### **Workshop**

These are concentrated class sessions on a topic for which a particular need has been identified.

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## **Statistics**

#### **STAT216**

**F/S, 4 credits**

#### **Introduction to Statistics**

#### **Core V**

**Prerequisite: Math Placement Test, or consent of instructor.**

Introduces methods used in statistical reasoning & analysis. Topics include the presentation of data, measures of location, variability, relationships between variables, probability, sampling distributions, confidence intervals & hypothesis testing.

Student Learning Outcomes:

- Think critically about data and data collection
  - Use appropriate graphical and numerical summaries for univariate and bivariate data
  - Understand how to describe the characteristics of a distribution
  - Demonstrate knowledge and use of random variables, means and variances, and sampling distributions
  - Interpret probabilities and identify the connection between probability and statistical inference
  - Demonstrate knowledge of Central Limit Theorem
  - Apply standard statistical inference procedures
  - Interpret and communicate the outcomes of estimation and hypothesis tests and ANOVA
  - Construct and interpret contingency tables, goodness of fit, and independent tests
  - Communicate findings to a non-mathematical audience
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## **Theater Arts**

#### **THTR101**

**F/S, 3 credits**

#### **Introduction to Theater**

#### **Core II - Category 2 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.

Student Learning Outcomes:

- Describe the basic elements and practices of drama during the important eras of its development
- Make informed judgments concerning the aesthetic, entertainment and intellectual value of a work in the area of drama
- Recognize contributions of theatre in the development of insight into human capabilities, dilemmas and aspirations
- Discuss great works of theatre which have decisively influenced or been influenced by the course of history
- Be able to compare the beliefs of different cultures by the study of theater

#### **THTR191/291**

**F/S, 0.5-10 credits**

#### **Special Topics**

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

#### **THTR192/292**

**F/S, 0.5-10 credits**

#### **Independent Study**

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

#### **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.

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## Welding Technology

### WLDG105

F, 1 credit

#### Shop Safety (lecture)

Introduction 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.

Student Learning Outcomes:

- Identify common hazards
- Explain and identify proper personal protective equipment used in welding and cutting
- Explain causes of and ways to eliminate accidents
- Understand material safety data sheets (MSDS)
- Proper handling of compressed gas cylinders
- How to avoid electric shock
- Understanding of and proper uses and hazards associated with power tools
- Overview and safe use of welding and cutting equipment
- Hand tool use and safe practices
- Understanding and applications of safe behavior in and around an industrial environment

### WLDG110

F, 2 credits

#### Welding Theory I (lecture)

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.

Student Learning Outcomes:

- Students will be able to identify the different welding processes
- Learn why each process works and which application they are best suited
- Be able to set each process up to operate.
- Students will learn how to troubleshoot basic problems associated with welding and welding machines in operation
- Basic electrical theory involved in the welding processes
- Filler metal designation and application

- Filler metal uses and storage
- Safety and safe practices associated with welding and its environment

### WLDG111

F, 1 credit

#### Welding Theory I Practical (Lab)

**Pre-requisite: WLDG110**

This course is the practical application of the theory presented in WLDG110.

Student Learning Outcomes:

- The student will practice and master basic weld joints and weld positions.

### WLDG133

F, 3 credits

#### GMAQ, FCAW and GMAW-P (lecture - 1/lab - 2)

**Pre-requisite: WLDG110**

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.

Student Learning Outcomes:

- Students shall demonstrate safe practices at all times in the shop
- Students shall demonstrate the ability to set up a GMAW welding machine, welding cables and perform daily safety checks to ensure all equipment is safe for use
- Students shall understand electrode selection and their uses, electrode classification and sizes and their effects
- Students shall learn and demonstrate the effects of shielding gasses and their mixtures on the GMAW process
- Students shall demonstrate proper weld profiles, sizes, technique and layering
- Students shall perform acceptable welds in 1F, 2F, 3F and 4F positions on mild steel plate and 1G, 2G, 3G and 4G welds on mild steel groove welds
- Students will demonstrate visual weld inspection techniques on their welds. They will learn to observe, report and correct their technique based on their observances

### WLDG140

S, 3 Credits

#### Intro to GTAW – Integrated Lab



**(lecture - 1/lab - 2)**

**Pre-requisite: WLDG110**

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.

Student Learning Outcomes:

- Students shall use safe practices at all times
- Students shall learn the different base metals and how they affect machine settings, consumables and welding techniques
- Students will learn and practice proper base metal preparation and cleaning using mechanical, hand and chemical processes
- Students will learn proper set up various machines to perform GTAW welding, the shielding gases, and filler metal designations and their uses
- Students shall learn which current to select for each process, DCEP, DCEN and AC. Demonstrate how they affect the weld deposit and base metals
- Students shall perform 1F, 2F, 3F and 4F welds using the GTAW processes on 1/16", 1/8"1/4" and 3/8" mild steel and aluminum base metals
- Students shall perform 1G, 2G and 3G welds on 1/8", 1/4" and 3/8" on mild steel, aluminum and stainless-steel base metals
- Students shall perform butt, lap, groove, edge and fillet welds on various thickness base metal sizes to AWS standards

**WLDG145** **S, 4 credits**

**Fabrication Basics (lecture - 2/lab - 2)**

**Pre-requisite: WLDG110**

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. Additional fee required.

Student Learning Outcomes:

- The student will demonstrate knowledge in project layouts and designs

- The student will demonstrate proper welding shop safety practices
- The student will demonstrate knowledge of all position-welding techniques (Flat, Vertical, and Overhead)
- The student will demonstrate proper welding electrode selection for processes to be completed.
- The student will be able to demonstrate proper set up a welding machine for processes to be completed
- The student will be able to use and understand proper welding terminology

**WLDG146** **S, 2 credits**

**Fabrication Basics II (lab)**

**Pre-requisite: WLDG110**

Practical application from WLDG145 applied. Additional fee required.

Student Learning Outcomes:

- Safely work around others while maintaining a clean and tidy work area
- Design, draw, and fabricate a designated steel project
- Apply proper shop Welding Procedure Specifications (WPS's)
- Demonstrate use of measurement in layout and design
- Demonstrate knowledge and use of weld symbols and blueprints
- Use both FCAW (Dual Shield) and GMAW welding methods
- Use fabrication measuring tools according to blueprint dimensions
- Operate shears, punches, brakes, and other basic machine tools safely and effectively
- Layout and fit projects according to prints and verbal instructions
- Identify and explain the proper ways to keep assembly plum, level, and square until final welding is complete

**WLDG180** **F, 5 credits**

**Shielded Metal Arc Welding**

**(lecture - 1/lab - 4)**

**Pre-requisite: WLDG110**

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.

Student Learning Outcomes:

- Have safe practices at all times in the shop.
- Set up a SMAW welding machine, welding cables and perform daily safety checks to ensure all equipment is safe for use
- Understand electrode selection and their uses, electrode classification and sizes and their effects
- Efficient use of E6010 and E7018 electrodes in 3/32", 1/8" and 5/32" in all positions on fillet and groove welds
- Use proper weld profiles, sizes, technique and layering
- Use visual weld inspection techniques on their welds. They will learn to observe, report and correct their technique based on their observances

**WLDG186** **S, 3 credits**  
**Welding Qualification Test Preparation with lab**  
**(Lecture – 1/lab – 2)**  
**Pre-requisite: WLDG110**

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.

Student Learning Outcomes:

- Students shall understand applicable welding codes
- Students demonstrate acceptable visual weld inspection techniques
- Students will demonstrate knowledge of AWS, ASME and API welding codes and how they apply to respective areas of welding and their industries
- Students shall demonstrate knowledge of welding codes with respect to the different welding processes(FCAW,SMAW and GTAW)
- Students shall demonstrate proper welding technique, bead sequence and puddle control before taking qualification tests
- Students shall demonstrate test plate and pipe fit-up in accordance with the applicable code within tolerances

- Students shall cut, fit-up, tack weld and finish weld test coupons in their desired position for destructive testing

**WLDG201** **F, 1 credit**  
**Welding, Measuring, and Trade Tools**  
**Pre-requisite: WLDG110**

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.

Student Learning Outcomes:

- Understand and demonstrate accurate use of rules, squares and protractors
- Understand levels and their proper use
- Correct use and handling of precision levels
- Overview of micrometers, calipers and precision measuring tools
- Demonstrate competent use, accurate results and proper handling of precision measuring tools
- Practice using the many styles, lengths and uses of drill bits, reamers, spot drills, countersinks and mills
- Overview discussion on angle and die grinders: sizes, uses, proper installation, grit patterns, materials, burrs, backing pads and safety
- Overview discussion on common hand tools: hammers, saws, chisels, punches. Their uses, limitations, care and safety
- Finally, the students will learn how to properly care for, store and maintain their tools so that they are safe and in well order

**WLDG210** **S, 1 credit**  
**Pipe Welding**  
**Pre-requisite: WLDG110**

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.

Student Learning Outcomes:

- Use and pass basic safety precautions, skills and tests within the shop
- Perform maintenance on the welding equipment.

- Perform preparation and code compliance to pipe and pipe ends before welding
- Proper fit-up and alignment of pipe ends before welding using clamps and spacers as needed
- 5. Correct bevel angle and land for pipe size and diameter
- Proper tack weld procedure to maintain fit-up and alignment
- Pre and post weld cleaning on pipe bevel and heat effected zone
- Completed root pass in all positions using 6010 electrodes in 3/32" and 1/8"
- Completed hot/fill passes using 6010 and 7018 electrodes in 3/32, 1/8 and 5/32"
- Completed cap weld(s) using 6010 and 7018 electrodes in 3/32, 1/8 and 5/32"
- Pre and post weld inspection techniques for weld soundness and code approved practices
- Ability to pass API-1104, AWS and ASME code welding tests in any position
- OPTIONAL- GTAW welding of pipe roots and pipe welding procedures

**WLDG213**

**S, 6 credits**

**Pipe Welding and Layout Lab**

**Pre-requisite: WLDG110**

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.

**Student Learning Outcomes:**

- Allow students to practice the common practices used to weld pipe in the gas and oil industry
- 6010 and 7010 electrodes using downhill technique will be emphasized
- Students will be responsible for their own fit up and preparation of the pipe they weld

**WLDG225**

**F, 3 credits**

**Structural Fabrication**

**(Lecture - 1/lab - 2)**

**Pre-requisite: WLDG110**

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.

**Course Learning Objectives:**

- Understand basic structural steel materials, shapes and strengths
- Understand and interpret AWS D1.1 welding code specifics as they apply to structural fabrication.
- Demonstrate proper safe working habits at all times
- Demonstrate proper layout techniques on structural steel shapes
- Demonstrate oxy-fuel cutting of I-beams, H-beams, tubing and plate
- Demonstrate correct joint preparation of bevels, copes, access holes and flanges for welding and bolting procedures
- Demonstrate complete joint penetration (CJP) welds of structural steel in all positions with and without backing
- Ability to layout, cut, fabricate and complete steel structure from I-beams, H-beams and structural tubing
- All welding shall comply with AWS D1.1 welding code

**WLDG237**

**F, 3 credits**

**Aluminum Welding Processes**

**(Lecture - 1/lab - 2)**

**Pre-requisite: WLDG110**

Students will experience 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.

**Student Learning Outcomes:**

- Students will learn proper machine set-up
- Learn how to properly identify and establish correct settings for all processes
- Learn to set up and weld aluminum plate using spool guns in all positions on plate of various thicknesses including groove, fillet and spot welds.
- Weld aluminum plate using TIG process in all positions and various thicknesses including groove, fillet and spot welds
- Learn the benefits of PULSE ARC technology and how it effects the weld, base metal, and the welder

- Learn to weld aluminum using spool gun Pulse in all positions on plate of various thicknesses including groove, fillet and spot welds
- Welding aluminum using GTAW-P in all positions on various thicknesses including groove, fillet and spot welds
- Learn how to troubleshoot and fix problems with machines, spools guns, TIG torches and assemblies, base metal conditions and shielding gasses
- Students demonstrate proficiency in all processes in all positions on aluminum plate in order to successfully pass this course

**WLDG241** **F, 4 credits**

**Metal Fabrication I**

**(Lecture - 2/lab - 2)**

**Pre-requisite: WLDG110**

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.

Student Learning Outcomes:

- To identify base metal shapes, sizes thicknesses in mild steel, stainless steel and aluminum
- Students will demonstrate proper joint design to include Lap, Butt, T, Groove, corner and edge welds
- Students shall learn bolt design, strength, torque and requirements for bolted structures
- Students shall demonstrate safe use of band saw, hydraulic iron worker, brake, drill press, pipe stands, hydraulic jacks, lifting equipment and handheld power tools
- Students shall demonstrate proper metal preparation to include cutting angles, squaring edges, preparing bevels, leveling and proper fit-up techniques
- Students shall learn to prepare material acquisition, blueprints, pricing and consumables needed to make an accurate cost for projects and individual components
- Students shall learn procedures for assembly of minor and major components to assure a safe work area
- Students will learn proper techniques to tack work pieces together, stitch welds, plug and slot welds

- All welding performed will be done to applicable AWS codes
- Students shall learn proper methods of finishing to remove burrs, edges, corners weld spatter and excessive weld metal to achieve a professional and workmanlike product.

**WLDG242**

**F, 4 credits**

**Metal Fabrication II**

**(Lecture - 1/lab - 3)**

**Pre-requisite: WLDG110**

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.

Student Learning Outcomes:

- Students will demonstrate knowledge and quality work practices by hands on implementation, design, construction and final assembly of various assigned projects
- Project design by completing a blueprint, list of materials, materials pricing and all required hardware
- Identify and select steel/aluminum shapes, sizes and thickness required
- Demonstrate layout practices using appropriate hand tools to include squares, punches, protractors, tape measures, rules and gauges
- Demonstrate safe use of band saw, drill press, metal brake, angle grinder, hydraulic iron worker and associated hand tools
- Accurately cut out all shapes, lengths, angles and holes required by design to within specified tolerances
- Prepare all individual parts and assemblies for welding and weld joint design by use of hand and mechanical tools to achieve squares, bevels, angles, thickness differentials and proper safe design tolerances

**WLDG191/291**

**F/S, 0.5-10 credits**

**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, 0.5-10 credits**

**Independent Study**

Students follow a course of study and work with a

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faculty member to decide how the student will meet defined course objectives.

**WLDG194/294**

**F/S, 0.5-10 credits**

**Workshop**

Concentrated class sessions on a topic for which a particular need has been identified. Additional fee required.

**WLDG280**

**S, 1 credit**

**Weld Testing Certification**

**Pre-requisite: WLDG110**

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.

Student Learning Outcomes:

- Students demonstrate acceptable visual weld inspection techniques
- 2. Students will demonstrate knowledge of AWS D1.1, structural steel welding code. American Petroleum Institute 1104 welding code and ASME section IX welding code
- 3. Students shall demonstrate knowledge of welding codes with respect to the different welding processes (FCAW, SMAW and GTAW)
- 4. Students shall pass written tests demonstrating their knowledge on welding certification and qualification. Welding procedure qualification and testing and acceptance criteria
- 5. Students shall demonstrate test plate and pipe bevel, groove and root gap or root face fit-up in accordance with the applicable code within tolerances
- 6. Students will demonstrate proper weld bead layering to achieve maximum and minimum reinforcement requirements dictated by welding codes and welding procedures

**WLDG281**

**S, 2 credits**

**Weld Testing Certification Lab**

**Pre-requisite: WLDG110**

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.

Student Learning Outcomes:

- Students shall demonstrate understanding of applicable welding codes
- Students shall demonstrate safe and effective flame cutting techniques for pipe bevels and plate bevels
- Demonstrate proficiency using E6010, E7010 and E7018 electrodes in all positions
- Students shall demonstrate proper welding technique, bead sequence and puddle control before taking qualification tests
- Students shall demonstrate proper welding technique to limit undercut, excess reinforcement, under fill and proper fusion
- Students shall demonstrate test plate and pipe bevel, groove and root gap or root face fit-up in accordance with the applicable code within tolerances
- Students shall cut, fit-up, tack weld and finish weld plate and pipe test coupons in their desired position within code limits for destructive testing
- Students will layout, cut and prepare coupons for destructive testing in accordance with welding codes used

**WLDG198/298**

**F/S, 0.5-10 credits**

**Coop Education/Internship**

Provides credit for a sophomore work experience in the area of Welding and Metal Fabrication Technology. Supervised by faculty.

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**Writing**

**WRIT101**

**F/S, 3 credits**

**College Writing I**

**Core I (required)**

**Prerequisite: successful score placement exam, or consent of instructor. May require co-requisite.**

Students develop college-level essay writing skills including planning, information retrieval and documentation, and college-appropriate grammar, style, and mechanics. A final research project will prepare students for academic transfer.

Student Learning Outcomes:

- Students will produce, by semester's end, several polished research exercises and one longer research paper (+/- 2500 wds). These essays will demonstrate an understanding of the following concepts: thesis, use of primary evidence, use of secondary sources, use of analytic sentences and paragraphs.



Additionally, these essays will demonstrate students' continued development in and understanding of college-level writing skills: developing a thesis, structuring an essay, drafting and redrafting, college-level editing skills

- Students will be able to respond to an in-class essay prompt using direct quotations and a structured essay format. These papers will reflect standard modes of composition (exemplification, definition, classification, comparison/ contrast, causes/ effects, process analysis, and persuasion)
- Students will edit work for precision, clarity, and style
- Students will begin correctly to cite and document using both MLA and APA documentation styles. Ultimately, students should be able to apply their understanding of formal research writing and documentation styles to more advanced courses or within their specific field of study
- Students will cultivate the habit of working on their individual challenges in terms of grammar, mechanics, and writing style
- Students will cultivate reading comprehension and reading practices appropriate to the advanced freshman level

**WRIT121**

**S, 3 credits**

**Intro to Technical Writing**

**Core I**

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**

**Core I**

This course is designed to teach students how to write better routine business correspondence by providing strategies for effective communication used in business by covering the basic concepts of letters, memos, electronic communications, reports and resumes, coupled with a review of grammar and punctuation. While grounded in solid business communication fundamentals, this course takes a strong workplace activity orientation, which helps students connect what they learn to what they do or will do on the job.

**Student Learning Outcomes:**

- Generate appropriate business communication directed to a specific audience using effective strategies to achieve the writer's purpose
- Demonstrate appropriate communication strategies to convey effective messages appropriate to the situation
- Revise and edit business documents
- Select an appropriate format, including the use of visual aids/graphics for business documents
- Apply principles of grammar and language usage that pertain specifically to business communication

**WRIT201**

**F/S, 3 credits**

**College Writing II**

**Core I**

**Prerequisite: Grade "C-" or better in WRIT101 or consent of instructor**

Continuation of WRIT101 emphasizing research-based argumentation and formal documentation in the APA format. Students write up to four argumentative essays and a significant research paper.

**Student Learning Outcomes:**

- Students will produce, by semester's end, several polished research exercises and one longer research paper (+/- 2500 words). These essays will demonstrate an understanding of the following concepts: thesis, use of primary evidence, use of secondary sources, use of analytic sentences and paragraphs. Additionally, these essays will demonstrate students' continued development in and understanding of college-level writing skills: developing a thesis, structuring an essay, drafting and redrafting, college-level editing skills
- Students will be able to respond to an in-class essay prompt using direct quotations and a structured essay format. These papers will reflect standard modes of composition (exemplification, definition, classification, comparison/ contrast, causes/ effects, process analysis, and persuasion)
- Students will edit work for precision, clarity, and style
- Students will begin correctly to cite and document using both MLA and APA documentation styles. Ultimately, students should be able to apply their understanding of formal research writing and documentation



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styles to more advanced courses or within their specific field of study

- Students will cultivate the habit of working on their individual challenges in terms of grammar, mechanics, and writing style
- Students will cultivate reading comprehension and reading practices appropriate to the advanced freshman level

**WRIT202**

**F/S, 3 credits**

**College Writing III**

**Core I**

**Prerequisite: WRIT101.**

Designed for those wishing to attain a higher level in expository writing. 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.

Student Learning Outcomes:

**WRIT194/294**

**F/S, 0.5-10 credits**

**Workshop**

Concentrated class sessions on a topic for which a particular need has been identified.

## **Dawson Community College Board of Trustees**

### **Chairperson**

Chad Knudson

### **Vice Chairman**

Cindy Larsen

### **Trustees**

Spencer Johnson – Sarah Thorson - Mike Wilondek – Kathy Hoiland

## Personnel

(Year in parenthesis indicates first year of service at Dawson Community College)

### **Executive Cabinet Interim President**

**Kathleen O’Leary (2021)**  
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### **Director of Facilities Todd Thompson (2018)**

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### **Vice President of Advancement and Human Resources Leslie Weldon (2016)**

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### **Director of Athletics**

**Joe Peterson (2015)**  
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### **Director of Information Technology Morris Maierle Systems (2021)**

### **Assistant to the President**

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### **Dean of Academics Hull, Matt (2021)**

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## Faculty Profiles

### **Beltz, Lucy (2018)**

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### **Bland, Emmanuel (2021)**

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### **Begger, Alexis (2020)**

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### **Caudle, Riley (2020)**

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### **Chase Wolff, Alex (2019)**

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### **Fritz, Dina (2017)**

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### **Hance, Shaylee (2019)**

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### **Hunter, Michael (1992)**

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### **Langlois, Jon (2019)**

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### **Lagmay, Romeo (2014)**

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### **Peterson, Joe (2015)**

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**Tucker, Craig (2017)**  
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## Staff (Professional and Classified)

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### **Boysun, Virginia (2010)**

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Dawson Community College  
Academic Catalog 2022-23

Academic Year 2023 Tuition Rates per Semester																
Credits	In District Student			Out of District In State Student GEM Student			WUE Student			Out-of State Student International Student			Canadian Exchange Student			
	AY2023	Mandatory Fees	Total Tuition & Fees	AY2023	Mandatory Fees	Total Tuition & Fees	AY2023	Mandatory Fees	Total Tuition & Fees	AY2023	Mandatory Fees	Total Tuition & Fees	AY2023	Mandatory Fees	Total Tuition & Fees	
1	\$80.00	\$61.50	\$141.50	\$141.00	\$61.50	\$202.50	\$211.50	\$61.50	\$273.00	\$231.00	\$61.50	\$292.50	\$211.50	\$61.50	\$273.00	
2	\$160.00	\$123.00	\$283.00	\$282.00	\$123.00	\$405.00	\$423.00	\$123.00	\$546.00	\$462.00	\$123.00	\$585.00	\$423.00	\$123.00	\$546.00	
3	\$240.00	\$184.50	\$424.50	\$423.00	\$184.50	\$607.50	\$634.50	\$184.50	\$819.00	\$693.00	\$184.50	\$877.50	\$634.50	\$184.50	\$819.00	
4	\$320.00	\$246.00	\$566.00	\$564.00	\$246.00	\$810.00	\$846.00	\$246.00	\$1,092.00	\$924.00	\$246.00	\$1,170.00	\$846.00	\$246.00	\$1,092.00	
5	\$400.00	\$307.50	\$707.50	\$705.00	\$307.50	\$1,012.50	\$1,057.50	\$307.50	\$1,365.00	\$1,155.00	\$307.50	\$1,462.50	\$1,057.50	\$307.50	\$1,365.00	
6	\$480.00	\$369.00	\$849.00	\$846.00	\$369.00	\$1,215.00	\$1,269.00	\$369.00	\$1,638.00	\$1,386.00	\$369.00	\$1,755.00	\$1,269.00	\$369.00	\$1,638.00	
7	\$560.00	\$430.50	\$990.50	\$987.00	\$430.50	\$1,417.50	\$1,480.50	\$430.50	\$1,911.00	\$1,617.00	\$430.50	\$2,047.50	\$1,480.50	\$430.50	\$1,911.00	
8	\$640.00	\$492.00	\$1,132.00	\$1,128.00	\$492.00	\$1,620.00	\$1,692.00	\$492.00	\$2,184.00	\$1,848.00	\$492.00	\$2,340.00	\$1,692.00	\$492.00	\$2,184.00	
9	\$720.00	\$553.50	\$1,273.50	\$1,269.00	\$553.50	\$1,822.50	\$1,903.50	\$553.50	\$2,457.00	\$2,079.00	\$553.50	\$2,632.50	\$1,903.50	\$553.50	\$2,457.00	
10	\$800.00	\$615.00	\$1,415.00	\$1,410.00	\$615.00	\$2,025.00	\$2,115.00	\$615.00	\$2,730.00	\$2,310.00	\$615.00	\$2,925.00	\$2,115.00	\$615.00	\$2,730.00	
11	\$880.00	\$676.50	\$1,556.50	\$1,551.00	\$676.50	\$2,227.50	\$2,326.50	\$676.50	\$3,003.00	\$2,541.00	\$676.50	\$3,217.50	\$2,326.50	\$676.50	\$3,003.00	
12	\$960.00	\$738.00	\$1,698.00	\$1,692.00	\$738.00	\$2,430.00	\$2,538.00	\$738.00	\$3,276.00	\$2,772.00	\$738.00	\$3,510.00	\$2,538.00	\$738.00	\$3,276.00	
13	\$1,040.00	\$799.50	\$1,839.50	\$1,833.00	\$799.50	\$2,632.50	\$2,749.50	\$799.50	\$3,549.00	\$3,003.00	\$799.50	\$3,802.50	\$2,749.50	\$799.50	\$3,549.00	
14	\$1,120.00	\$861.00	\$1,981.00	\$1,974.00	\$861.00	\$2,835.00	\$2,961.00	\$861.00	\$3,822.00	\$3,234.00	\$861.00	\$4,095.00	\$2,961.00	\$861.00	\$3,822.00	
15 & >	\$1,200.00	\$922.50	\$2,122.50	\$2,115.00	\$922.50	\$3,037.50	\$3,172.50	\$922.50	\$4,095.00	\$3,465.00	\$922.50	\$4,387.50	\$3,172.50	\$922.50	\$4,095.00	

Tuition, Fees and Housing Costs

2022-2023

Semester costs based on full time students taking 15 credits

	In-District	In State/ GEM	WUE	Out of State
Tuition	\$ 1,200	\$ 2,115	\$ 3,180	\$ 3,465
Fees	\$ 923	\$ 923	\$ 923	\$ 923
Books*	\$ 120	\$ 120	\$ 120	\$ 120
Housing**	\$ 2,100	\$ 2,100	\$ 2,100	\$ 2,100
Meals***	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
Total	\$ 5,842	\$ 6,757	\$ 7,822	\$ 8,107

Tuition, Fees and Housing Costs

2022-2023

Annual costs based on full time students taking 15 credits

	In-District	In State/ GEM	WUE	Out of State
Tuition	\$ 2,400	\$ 4,230	\$ 6,360	\$ 6,930
Fees	\$ 1,845	\$ 1,845	\$ 1,845	\$ 1,845
Books*	\$ 240	\$ 240	\$ 240	\$ 240
Housing**	\$ 4,200	\$ 4,200	\$ 4,200	\$ 4,200
Meals***	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
Total	\$ 11,685	\$ 13,515	\$ 15,645	\$ 16,215

\*Books are estimated based on Cengage fee

\*\*Housing rates assumes four residents to a room

\*\*\*Meal expenses assume the minimum least expensive option

Food Service Rates - 2022 - 2023

\$1,500 Typically allows 1-2 meals a day on weekdays for 16 weeks

\$2,100 Typically allows 3 meals a day on weekdays for 16 weeks

All students residing in campus housing are required to purchase a meal plan. If no option is made, students are assigned the least expensive option. Students have the ability to add funds to meal accounts if needed.

Housing Rates - 2022-2023

Housing - \$2100/Semester