



ADVISING HANDBOOK

For Faculty & Adjunct Faculty

ANTI-DISCRIMINATION POLICY

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](tel:4063779412). Email: lweldon@dawson.edu. Mailing Address: 300 College Drive, Glendive, MT 59330.
- Virginia Boysun, Registrar, Veteran's Coordinator. Telephone: [\(406\) 377-9404](tel:4063779404). Email: vboysun@dawson.edu. Mailing address: 300 College Drive, Glendive, MT 59330.
- Katherine Carrier, Dean of Academic Affairs, ADA Coordinator. Telephone: [\(406\) 377-9434](tel:4063779434). Email: kcarrier@dawson.edu. Mailing address: 300 College Drive, Glendive, MT 59330.

DCC's Annual Security Report and Fire Safety Report provides info about reporting crime, crime statistics, crime prevention, alcohol and drug policies, fire statistics, etc, is available at <https://www.dawson.edu/about/campus-security.html/title/annual-campus-security-and-fire-safety-report>. You may request a paper copy through the President's Office at [\(406\)377-9401](tel:4063779401).

PURPOSE OF THE ADVISING HANDBOOK

- To provide an understanding of quality academic advising to promote excellence through academics and student engagement

EXPECTATIONS OF ADVISORS:

- Communicate with prospective students as needed to convert from applicant to enrollment
- Respond to prospective student within two business days if adviser is on campus
- Assist students in understanding the purposes and goals of higher education and its effects on personal goals
- Understand and effectively communicate the core requirements and degree requirements
- Listen carefully to questions, concerns, and confusions
- Provide appropriate resources and referrals
- Monitor and accurately document student progress towards meeting academic goals
- Provide students with information about educational opportunities outside of the classroom
- Maintain confidentiality following FERPA regulations
- Continually reassess study plan and courses in light of changing goals and overall academic performance

INTRODUCTION

At Dawson Community College, our faculty are our advisors. The process for advising starts after a student applies for admission. The Enrollment Management office communicates with the students by sending a conditional acceptance letter, an enrollment checklist, a letter from their faculty advisor, mass mailings, and calls or texts a minimum of 3 times.

After this information is sent, the College relies on the faculty advisor to contact the student to introduce themselves, to discuss programs and plans of studies, and convert these students by enrolling them in classes. This can be done over the phone and email, by setting appointments, and during Advanced Registration and Orientation days.

In collaboration with Enrollment Management, a spreadsheet has been created to be used by each advisor on Google Sheets. Everytime a student applies and is assigned a faculty advisor, the student will be entered on the spreadsheet. This will allow for tracking by the admissions office, faculty and the office of academic affairs. Advisors should try to communicate with a prospective student a minimum of three (3) times by email and/or phone. An advisor should respond to a prospective student within twenty-four (24) hours.

The Center for Community College Engagement 2018 National Report on the Power of Advising in Community Colleges¹ provides background and data on the importance of advising. The value of advising includes big-picture tasks that encompass dozens of smaller ones. These tasks include:

Raising aspirations and setting goals. Advisors meet with students individually and/or in groups to help students explore their academic and career options and set career and academic goals. As part of this process, advisors show students paths they might not have considered, such as transferring to earn a bachelor's degree or pursuing a career path with higher earning potential, to help students improve their economic mobility.

Developing academic plans and registering for courses. Advisors help students develop detailed academic plans to attain their goals and also help students identify and register for courses they need each semester.

Helping students help themselves. Advisors point students to a variety of supports, including academic, financial, and social service resources that students can use to improve their college experience and opportunities for success. This helps with better engagement with coursework, peers, and instructors.

Focusing on the big picture. Advisors analyze student retention data and use the findings to identify actions the college can take to improve overall student outcomes.

Advising helps students experience early successes – meeting financial aid deadlines, enrolling in courses that advance their career goals, and so on – to build confidence.

The College joined in the Montana University System to implement strategies to boost student success. These initiatives include 15 to Finish, Math Pathways, and Corequisite Support.

The 15 to Finish campaign² reiterates that students must take 15 credits per semester (30 per year) to graduate on time. Even amongst full-time students, a majority of students are taking credit loads that put them on a 3- to

¹ Center for Community College Engagement. The Power of Advising in Community Colleges. National Report 2018. Can be accessed at www.cccse.org. http://www.ccsse.org/NR2018/Show_Me_The_Way.pdf

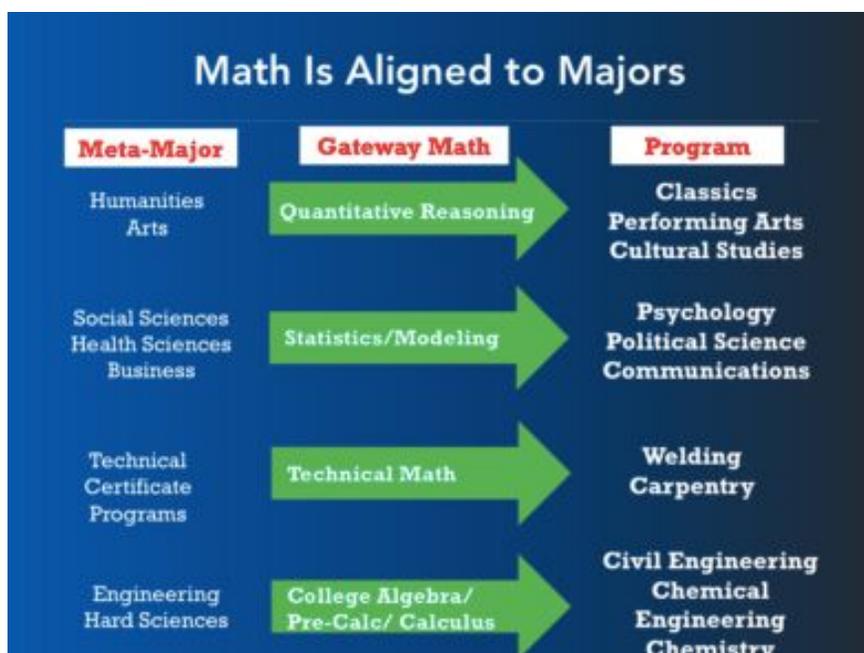
² <https://completecollege.org/strategy/15-to-finish/>

4- year plan for an associate degree. Each extra semester racks up unnecessary time and debt and students graduate late if at all. Data shows students that take 15 credits do better academically and are more likely to persist. The College also has banded tuition at 15 credits per semester, meaning that after 15 credits there's no additional cost for taking more credits (i.e. 18 credits costs the same as 15). Capping programs at or near 60 credits is also beneficial.

As such, The College requests advisors enroll students in 15 credits each semester. Knowing what credits do not count towards graduation is beneficial when enrolling in these credits (ACTV courses for example). The College does understand with the diverse population of our students that there are circumstances where it would be more beneficial for the student to take less than 15 credits.

To understand math pathways³, it's important to note that too few students enroll in and complete a gateway, college-level math course their first year, which decreases the likelihood of earning a postsecondary credential. The problem is most significant at community colleges, where only about one in five students are completing math in their first year. The research is clear: simply increasing the number and percent of students who complete a college-level math course in their first year adds needed momentum and improves graduation rates.

Math pathways encourage students to enroll in and complete college-level courses in their first academic year in a relevant program of study. For example, on many campuses students are guided into College Algebra, which is inappropriate for non-STEM students. Please see Mr. Hunter for questions on the math pathways.



Every year, more than a million students begin college in remediation - prerequisite coursework that costs hundreds of dollars but doesn't count toward a degree. For most of these students, remediation was their first and last college experience; more so with low-income students and students of color. Corequisite support⁴ allows students who need additional support in college level math and English enroll directly in those courses and receive extra help. Rather than facing a long sequence of remedial coursework, students get up to speed

³ <https://completecollege.org/strategy/math-pathways/#overview>

⁴ <https://completecollege.org/strategy/corequisite-support/>

while working towards their degree. Additional mandatory class periods or labs provide academic support. States that have scaled corequisite support have doubled or tripled the percent of students who complete math and english courses in one academic year.

The following helpful information can be found in the College Catalog (updated annually in the spring).

FERPA

Student records are guaranteed to be private under the Family Educational Rights and Privacy Act of 1974. Information about a student, including his/her personnel file and academic record, will be released only with written permission. Directory information (name, address, phone number, e-mail address, photograph, major, dates of attendance, enrollment status, participation in officially recognized activities/ sports, height/weight of athletic team members, degrees/honors/awards received) may be disclosed at the discretion of the Registrar, unless students specifically request this information to be withheld. Those to whom information is given about a student (e.g., a four-year college to which he/she is applying) will be cautioned that the information obtained from Dawson Community College is to remain confidential unless further permission for its release is granted by the student. DCC will keep a record of persons other than Dawson Community College faculty and staff who request or obtain access to student files. Students may inspect their own educational records at any time.

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 may need accommodations should contact the Dean or Associate Dean of Student Success each semester. I encourage you to discuss the accommodation as soon in the semester as possible.

Credits

The college academic year is divided into semesters and college work is measured in terms of semester credits. One semester credit is equivalent to approximately 45 hours of student involvement – usually 15 hours of classroom contact and 30 hours of outside class studying, researching, reading, etc. In general, a class that meets one hour per week throughout the semester yields one semester hour of credit. Science classes with a lab meet for five hours a week, while vocational lab classes meet six hours per week. Partial credit may be awarded in 0.5 credit increments, reflecting at least eight hours, but less than 15 hours, of direct contact or the equivalent.

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 approved by the Dean of Academics (Vice President of Academic and Student Affairs until position is filled) before being allowed to register.

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.

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.

Special 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).

Graduation

Those 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. Graduate fee must be paid before the end of the semester in which a student graduates.

A cumulative G.P.A. of 2.00 is needed to graduate. A student may graduate by fulfilling requirements for a certificate or degree in any DCC catalog under which he/she 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 a 3.5 - 3.74 will graduate with Honors and a 3.75 - 4.0 High Honors.

Classification of Students

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

Part-time: students registered for 11 credit hours or fewer per semester

Freshman: students have earned 29 credits or fewer

Sophomore: students have earned 30 or more credits

Changes in Registration

Students can make changes to their class schedules after they have registered for classes. They should meet with their academic adviser to discuss the changes as they pertain to graduation requirements and potential transfer issues. Changes to class schedules may be completed within the time frames published in the academic calendar. Please refer to the Academic Affairs section for information regarding the College's Drop/Add Policy. It is not recommended to not give Alternative pin numbers to students. However, it's up to the advisors discretion. Alt pins do change each semester.

Adding a Course

Students may add a class up through the 8th instructional day of the 15-week fall and spring semesters. Please refer to the Academic Calendar to determine when a course can be added for workshops, late starts, short-courses (including summer courses) and other nontraditional courses. With approval of the instructor, a student may be able to add after this date. A student seeking to add a course that results in a course load of 21 or more semester credits requires the approval of the Dean of Academics (Vice President of Academic and Student Affairs)

Dropping a Course

Students may drop a class through the 8th instructional day for a full refund of the 15-week fall and spring semesters. The Academic Calendar includes the drop dates for workshops, late starts, short- courses (including summer courses) and other nontraditional courses. 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.

Withdrawing from a Course

Students may withdraw from a course after the 9th instructional day with a 'W' placed on the transcript. A 'W' grade has no grade point average (GPA) value and will not change the student's previous cumulative GPA. If the withdrawal takes place after the posted date in the Academic Calendar a 'WF' will be placed on the transcript. A 'WF' grade will be calculated within the GPA in the same manner as an 'F'.

Withdrawing from School

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

* *Drop/Add slip* from the Registrar's Office should be completed with appropriate signatures then submitted with the registrar.

Student Services

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

Curriculum Transfer Plans

Associate of Arts and Associate of Science

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

AA and AS Transfer Degree Requirements:

- 34 credit hours of General Education Core courses (including CAPP131 Basic MS Office, WRIT101 College Writing and DCC101 Dawson College Success)
- 9 credits from AA or AS disciplines depending on transfer degree being pursued
- 60 credit hours in courses numbered 100 or above
- 2.00 GPA
- minimum of 20 credits completed at DCC

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** he/she must take an **additional 15 credits**. Nine of these 15 must be taken from the AA/AS concentration of the second degree.

If a student wishes to earn an A.A. or A.S. degree along with an A.A.S. degree, he/she must complete the 60 credit requirement for the transfer degree along with the A.A.S. program requirements. Some Core classes may overlap and count for both.

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

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

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

Associate of Arts

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

- Activity
- Art
- Chemical Dependency Counseling
- Communications
- Economics
- Education (elementary, early childhood, secondary, physical)
- English
- Foreign Language
- Geography
- History
- Liberal Studies/Humanities
- Music
- Native American Studies
- Psychology
- Political Science
- Sociology
- Theater

Students must complete:

- college general education core requirements consisting of 34 credit hours
- a minimum of nine additional credits in AA disciplines for an Associate of Arts degree
- minimum of 20 credits completed at DCC
- 2.00 (C) grade point average
- minimum of 60 total credits

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.

Associate of Science

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

- Accounting
- Agriculture
- Biology
- Business
- Computer Science
- Chemistry
- Criminal Justice
- Geology
- Health
- Mathematics
- Physics
- Science

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 and

- minimum of 20 credits completed at DCC
- 2.00 (C) grade point average
- minimum of 60 total credits

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.

Curriculum Career-Technical

Associate of Applied Science (A.A.S.)

The Associate of Applied Science (A.A.S.) degrees are awarded in specific career occupational fields. Course requirements for earning A.A.S. degrees are **very specific** and students seeking these degrees should follow the outlined programs exactly and see their advisor each semester.

The following career-technical curricula are designed to prepare the student for immediate employment upon completion of a specific program:

- Animal Science: Livestock Production

- Animal Science: Equitation
- Business Management
- Corrosion Technology
- Criminal Justice
- Criminal Justice Law Enforcement-Peace Officer Option
- Criminal Justice Law Enforcement-Private Security Option
- Early Childhood Education
- Music Technology
- Rural Organization Employee Management (ROEM)
- Technical Skills
- Welding Technology

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

A.A.S. Degree Requirements

- Completion of the coursework that is outlined in the Plan of Study
 - Co-requisite below 100 level courses do NOT count in total credits to graduate
- Successful completion of at least 60 credit hours in courses numbered 100 or above
- Earning a minimum 2.00 cumulative grade point average from DCC
- Successful completion of a minimum of 20 credits completed at DCC
- Successful completion of CAPP131 Basic MS Office and WRIT101 College Writing I or equivalent
- Course in Computation:
 - Math courses 100 and above
- Course in Communications:
 - Intro to Public Speaking
 - College Writing
 - Interpersonal Communications
- Course in Human Relations:
 - Human Relations in Business
 - Intro to Sociology
 - Intro to Psychology

Certificates

Certificate of Applied Science (C.A.S.)

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 that is necessary to enhance an individual's productivity in the world of work.

While the primary design of a certificate curriculum is to prepare the student for immediate employment, certain occupational education courses which are equivalent to college level academic course offerings may be accepted by some college disciplines later if the student decides to transfer to a four year institution.

Certificate of Applied Science (C.A.S.) Programs

- Corrections Officer
- Corrosion Technology
- Early Childhood Education
- Livestock Technology
- Music Technology
- Technical Skills
- Welding Technology

Certificate Requirements

- Completion of coursework that is outlined in the Plan of Study.
 - Co-requisite below 100 level courses do not count in total credits to graduate
- Successful completion of at least 30 credit hours in courses numbered 100 or above
- Earning a minimum 2.00 cumulative grade point average from DCC.
- Successful completion of CAPP131 Basic MS Office and WRIT101 College Writing I or equivalent
- Course in Computation:
 - Math courses 100 and above
- Course in Communications:
 - Intro to Public Speaking
 - College Writing
 - Interpersonal Communications
- Course in Human Relations:
 - Human Relations in Business
 - Intro to Sociology
 - Intro to Psychology

Certificate of Technical Studies (C.T.S.)

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 that is necessary to enhance an individual's productivity in the world of work.

While the primary design of a certificate curriculum is to prepare the student for immediate employment, certain occupational education courses which are equivalent to college level academic course offerings may be accepted by some college disciplines later if the student decides to transfer to a four year institution.

Certificates are typically between 12 and 29 credits and do not require general education coursework.

Certificate Requirements

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

Curriculum - Online

Dawson Community College's online courses are designed and developed in accordance with best practices to emphasize communication, collaboration, and engagement. DCC online courses are completely accessible online. We offer two types of online courses - via our partnership with Colorado Community College (DCCOnline) and Moodle. Enrollment for these courses are closed and the student's D number and CRN should be emailed to the Online Specialist to get enrolled.

DCC offers fully online programs and certificates in the following areas:

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

Questions

Where to find Plans of Study?

- Be sure to use the plan of study for the year they applied. A student who is not enrolled for 1 year will go to the new catalog when they return.
- *K Drive*
 - AA/AS/AAS Plans of study guides are found under *K drive-Instructional Services-Plans of Study Guides*
 - *Program Emphases* are found under *K drive-Instructional Services-Emphases*
- *Plans of Study are also available in the College Catalog.*

What's in the Adviser Packets given to advisers when a student applies?

- Admissions will create a packet for each student to give to the advisor.
 - Included in the packet:
 - Copy of High School Transcript (If you receive an original copy, give it to the Registrar)
 - Copy of College Transcript (if transfer) (If you receive an original copy, give it to the Registrar)
 - Placement Scores
 - Waiver of Advice form (see page 15)
 - ACT scores if available
 - Semester Planner (see page 16)

How do I know which classes are only offered in specific semesters (Fall/Spring)?

- Check the current College Catalog
- Check with the faculty member in the area

Which classes have pre-requisites?

- Check the current College Catalog
- Check with the faculty member in the area

What happens if a student starts as a general studies student then after a semester or year decides to choose a specific concentration/emphasis?

- Have the student fill out an Academic Change form and give it to the Registrar.

Steps to Register a Student for Classes

1. Before you begin with a student, go to www.dawson.edu – Quick Links – MyInfo – type in your D16 number and PIN – Faculty and Advisers – Student Information Menu – Advisee Listing to get all your advisees D16 number, alt pin number and other information you may need for the student(s).
2. www.dawson.edu - Students Tab - Class Schedule - Fall or Spring All Classes
 - o Either print the entire document or open another www.dawson.edu.
3. www.dawson.edu - Quick Links – MyInfo
 - o Have student enter the User ID, which is D16____ and initially their birthdate MMDDYY. It will prompt them to answer a few questions and create a new pin.
4. Under Student tab – Registration – Select Term – Add or Drop Classes
 - o This will prompt the adviser to enter the alt pin which should NOT be given to the student.
5. Looking at the Class Schedule (for the appropriate semester), use the CRN number (i.e. 30043) to enter in the Add Course box.
 - o Be sure to choose the on-campus option of the class. 0AC is Adobe Connect Class is an on campus but Moodle option of the class. 0CC(OC1, OC2, OC3) is all online. 00E is an on campus evening class.
6. Also under the Student Tab, you'll find Week at a Glance which is a nice weekly view of all the classes they've registered for. The Concise Student Schedule is what coaches require, so you may print it out for the student.
 - o Be sure to add the student-athlete to the correct class. Ie. Men's bball vs. Women's bball
7. Have the student accept their charges - **this is important!** Go to www.dawson.edu. On the right side of the screen click on “Quick Links”, then “My Info”, enter your student ID (D16 number) and PIN, then click on “Student”, then “Student Account”, then “Account Summary”. You will see your schedule of classes and the cost of attending DCC. Please write down the balance of your account (you will need it for the next step). Click on “Submit this form”. Fill in your full name, Student ID, Account Balance (that you previously wrote down), and your email address. Click on “Accept”. You will receive a confirmation e-mail stating that you have accepted your Schedule Bill. An e-mail will also be sent to Student Account's Receivable notifying them that you have accepted your Schedule Bill.

Waiver of Advice

Completing this form releases the advisor from responsibility for you, the student, choosing to NOT follow the recommendations of your advisor.

Name of Student: _____

Name of Advisor: _____

I choose NOT to accept the recommendations of my advisor regarding:

My alternate choice is to:

I take full responsibility for this decision and its consequences.

Date: _____

Signature: _____

15/09

Semester Planning Worksheet

Student _____

Advisor _____

Degree AA AS AAS

Sem. - Year Fall Spring

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM					
9:00 AM					
10:00 AM					
11:00 AM					
12:00 PM					
1:00 PM					
2:00 PM					
3:00 PM					
4:00 PM					
5:00 PM					
6:00 PM					
Evening					

CRN	Dept/Course/Section	Course Title	Credits	Time	Days					Room	Instructor
					M	T	W	T	F		
<i>Total Credits</i>											

DAWSON COMMUNITY COLLEGE

APPLICATION FOR GRADUATION

Students seeking multiple degrees must submit a separate Application for each degree.

Name _____

(Please **PRINT** your name as you want it to appear on diploma)

If you intend to walk through the ceremony please list your height and weight for gown sizing:

Height: _____ Weight: _____

Cite the year of the college catalog under which you are to graduate: _____ (i.e. '10-'12 Catalog)

Program of Study or Concentration: _____

- Associate of Arts Degree
- Associate of Science Degree
- Associate of Applied Science Degree
- Certificate of Applied Science

Graduation applications received without the Plan of Study, Survey, and/or Advisor's signature will be returned to the student.

I, _____, having completed all program requirements, hereby apply for graduation _____ Term 20_____. Fall/Spring

Student ID Number: _____

Mailing Address: _____

City, State, Zip: _____

Telephone: _____

I **DO / DO NOT** plan on attending the May graduation ceremony. _____ / _____

Student's Signature

Date

As Academic Advisor for the above listed student, I agree that he/she will be completing the program requirements as listed in the catalog curriculum referenced and for the term listed above. Course Substitutions/Waivers have already been submitted or accompany this form.

_____ / _____

Advisor's Signature

Date

GRADUATION APPLICATION

Please use the checklist below to ensure that your application for graduation is completed and submitted correctly.

- Work with your advisor to complete a plan of study for the degree in which you are applying.
- Graduation application must be signed by your advisor.
- Attach the plan of study completed with your advisor.
- Complete the online graduation survey in the Student Services Office.
- Pay graduation fee of \$60.00.

COMMENCEMENT AND DIPLOMA INFORMATION

- Diplomas will be sent to the permanent address on file
- If verification of degree is needed an official transcript can be ordered for a fee of \$3.00

STUDENT RESPONSIBILITIES

Please initial by each indicating that you understand the item.

_____ I understand that I need a 2.0 cumulative GPA to be eligible for a degree.

_____ I understand that a minimum grade of a C- is required in all CORE, Concentration and/or Required Program/Certificate classes to be eligible for a degree.

_____ I understand that I must earn at least 60 semester credits for graduation AA, AS, or AAS. I must earn 29 credits for a CAS.

_____ I understand that if I am a student that transferred into DCC, 20 of the 60 earned credits must be from Dawson Community College.

_____ I understand that remedial or developmental (Co-req courses) credits do not count toward the credits required for a degree or certificate.

_____ I understand that it is my responsibility to ensure that final transcripts and grades from transfer work are received by the DCC Admissions Office and are recorded on my DCC transcript prior to any degree being awarded.

_____ I understand if applying for an AAS degree or CAS, I must complete the specified program of study for the specific program.

With my signature below, and initials above, I acknowledge and understand the Dawson Community College requirements for the degree I am applying for as stated in my catalog.

Signature

Date