2025-26

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2025-26 Academic Calendar

Fall Semester 2025

Aug 18-19 – Mon-Tue ..... New Faculty In-Service
Aug 20 – Wed ..... Faculty Assessment Day – All FT/PT faculty
Aug 21-22 – Thurs-Fri..... All Employee In-Service
Aug 23 – Sat ..... Residence Hall Move In
Aug 25-26 – Mon-Tue ..... New Student Orientation/Registration
Aug 27 – Wed ..... 15-week Classes Begin
Sept 1 – Mon ……Labor Day-Campus Closed
Sept 3 – Wed ..... Last day to Add Classes via Banner/Last day to drop w/no penalty
Sept 5 – Fri .. .. Last Day to Add Classes (with instructor permission)
Sept 9 – Tues……Tuition and Fees Due/Last Day to Drop
Sept 10 – Wed..... Financial Aid Disbursement
Sept 25 – Thur…… First-Time Borrower Loan Disbursement
Sept 26 – Fri ……Late Fee Added to Unpaid Accts
Sept 29 – Mon …… 10-Week classes start
Oct 13 - Mon…… Columbus Day - Campus Open
Oct 20 - Mon…… Mid-term Grades Submitted
Oct 27 – Mon ..... Registration for Graduate Candidates opens
Nov 3 – Mon. ..... Graduation Applications Due, Spring Registration Opens to all students
Nov 11 – Tue ..... Veteran's Day – Campus Open
Nov 27 – Thur ..... Thanksgiving Day - Campus Closed
Nov 28 – Fri . ..... Thanksgiving Break – Campus Closed
Dec 1 – Mon. ..... Classes Resume
Dec 1 – Mon. ..... Last Day to Withdraw from Classes
Dec 10-12 – Wed-Fri..... Final Exams
Dec 12 – Fri . ..... End of Fall Semester
Dec 12 – Fri . ..... Residence Hall Move Out/Check Out
Dec 14 – Sun ..... Final Grades Due
Dec 15 – Mon..... Grades Posted
Dec 15 – Mon……Winter Session Begins
Dec 24-26 – Wed-Fri..... Christmas Break - Campus Closed

Winter Session – Dec 15, 2025 to Jan 3, 2026

***Students are expected to accept charges by the first day of classes. Failure to accept charges will result in being dropped from all classes on the 15th classroom day (see above for date).**

Spring Semester 2026

Dec 31-Jan 1 – Wed-Thur…..New Year's Break – Campus Closed
Jan 3 – Sat……Last day of Winter Session
Jan 7 – Wed…….…Faculty Assessment Day – All FT/PT faculty
Jan 8-9– Thur-Fri …….…All Employee In-service
Jan 10 – Sat. …….…Residence Hall Move In/Check In
Jan 12 – Mon …….…New Student Orientation/Registration
Jan 13 - Tue. …….…15- week Classes Begin
Jan 19 – Mon …….…Martin Luther King, Jr Day – Campus Open
Jan 19 - Mon…….…Last Day to Add with advisor/Drop Classes with no penalty
Jan 23 – Fri…….…Last Day to Add classes (with instructor permission)/Last day to drop
Jan 26 - Mon…….…Tuition and Fees Due
Jan 26 – Mon …….…Financial Aid Disbursement
Feb 11 - Wed …….…First-Time Borrower Loan Disbursement
Feb 12 - Thur …….…Late Fee Added to Unpaid Accounts
Feb 16 - Mon…….…President's Day-Campus Open
Feb23 – Mon…….…10-Week Classes start
Mar 6 - Fri …….…Mid-term Grades Due
Mar 9-13 – Mon-Fr …….…Spring Break – No Classes
Mar 16 – Mon…….…Classes Resume
Mar 30 - Mon…….…Pre-Registration Opens for All Students
Apr 3 - Fri…….…Spring Holiday Campus Closed
Apr 6 - Mon …….…Graduation Application Fall 2026 Due
Apr 20 - Mon …….…Last Day to Withdraw from Classes
May 5-7 – Tue-Thur …….…Final Exams
May 7 - Thur…….…Commencement (6P) Semester End for Students
May 8 - Fri…….…Faculty Work Day
May 8 - Fri…….…Residence Hall Move Out
May 10 - Sun…….…Final Grades Due
May 11 - Mon …….…Grades Posted

***Students are expected to accept charges by the first day of classes. Failure to accept charges will result in being dropped from all classes on the 15th classroom day (see above for date).**

Summer Semester 2026

May 18 – Mon ..... All Summer classes Begin
May 25 – Mon…… Memorial Day Campus Closed
May 21 – Thur..... Last day to drop with no penalty/Last day to add
June 1 – Mon ..... Tuition and Fees Due/Last day to drop or add classes
June 2 – Tue ..... Financial Aid Disbursement
June 24 – Wed..... First-Time Borrower Loan Disbursement
June 25 – Thur..... Late Fee Added to Unpaid Accounts
July 3 – Fri ... . Independence Day observed - Campus Closed
July 20 – Mon..... Last Day to Withdraw from Classes
Jul 31 – Fri ... . On-Campus and Moodle Sessions End
Aug 2 – Sun . ..... Final Grades Due
Aug 3 – Mon. ..... Grades Posted

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

Important Notice to All Students - Disclaimer

The following information pertains to student and institutional rights and responsibilities under this catalog:

This general catalog is published by Dawson Community College as a guide for students, faculty and others interested in the institution. Students are expected to be familiar with all institution regulations and information set forth in this publication or any amendment to or modifications thereof.

Dawson Community College reserves the right to change regulations, the calendar regulating admission and registration, to add or withdraw courses at any time during the period this publication is in effect, the instruction in and the graduation from DCC and any other regulations affecting the student. The institution, with the concurrence of the Board of Regents of Higher Education, also reserves the right to adjust, add or withdraw programs and to change fees at any time. Effective dates of changes will be determined by the proper authorities and shall apply to prospective students and to those who are already enrolled.

Dawson Community College places full responsibility upon the student for registering for the proper courses and for fulfilling all degree requirements as set forth in this catalog, as amended from time to time. No agent or employee of the College has the authority to warrant graduation, the attainment of any type of license, or attainment of any other career goal. The institution does not accept any responsibility for delays in graduation or attainment of career goals resulting from errors in registration, cancelled courses, schedule changes, degree requirement changes, or similar related changes, or for errors resulting from consultation with and reliance upon any information acquired from a College employee. Advisors' signatures on preregistration, drop-add or similar forms do not necessarily indicate agreement with or approval of the student’s choice of courses nor may they be construed in any way as a warranty that the student’s choice of courses is sufficient for graduation or attainment of any career goals.

Please direct questions about the catalog and the information contained within to the Office of the Registrar or to the appropriate academic department.

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

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:

- Daisy Nyberg, Title IX Coordinator. Telephone: (406) 377-9412. Email: dnyberg@dawson.edu Mailing Address: 300 College Drive, Glendive, MT 59330.
- Stefanie Meek, Veteran's Coordinator. Telephone: (406) 377-9409. Email: smeek@dawson.edu. Mailing address: 300 College Drive, Glendive, MT 59330.
- Erica Milne, International Student Advisor. Telephone: (406) 377-9403. Email: emilne@dawson.edu. Mailing address: 300 College Drive, Glendive, MT 59330.
- Gina Roos, Academic Assessment Coordinator, ADA Coordinator. Telephone: (406) 377-5302. Email: disability@dawson.edu. Mailing address: 300 College Drive, Glendive, MT 59330.

Academic Catalog President's Letter 2025

Greetings and welcome to Dawson Community College! I know that from the moment you arrived on campus you immediately noticed this is a special place. We are all here because we love the college and its mission to serve our students and community. On behalf of the entire faculty and staff, we are excited to have you here!
Whether this is your first college experience, or you are returning after years away, please take the time to explore the resources and opportunities available to you.

Some of you are looking for career skills to quickly contribute to the workforce, others will take advantage of our numerous pathways to seamlessly transfer to a four-year university, while others still are looking to freshen up their skills or pivot to a new career path. Many of you will be honing your skills in pursuit of athletic excellence. Whatever brings you to Dawson, you'll find the resources and opportunities to achieve your goals. We pride ourselves on the one-on-one attention we provide to each and every student. Dawson is more than a college, it is a community of support that ensures you will learn, grow and thrive both in and out of the classroom.

Speaking of outside the classroom; our campus is built between the unique badlands of Makoshika State Park and the wild Yellowstone River valley. Makoshika is Montana's largest state park, and features both the prehistoric and prairie wildlife. The rugged Buccaneer Trail that connects our campus to the park, is just one of miles of trails that wind through the multiple ecosystems that comprise Makoshika. Meanwhile, the Yellowstone is the longest free-flowing river in the country, and features its own prehistoric Paddlefish and Pallid Sturgeon, in addition to over 40 other species of fish. We encourage you to get out and explore Glendive and all that makes life in Montana an adventure.

Established in 1940, our roots run deep in Glendive and Dawson County. Every generation has invested its time and resources over the last century to make Dawson Community College a well-respected and trusted institution of higher education. You will find the people of the community to be enthusiastic supporters of our campus and proud fans of our athletic programs and other student activities.

This Academic Catalog is a 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 Statement and Strategic Priorities.

Dawson Community College is the place where you will gather skills, build relationships and connect to resources that equip you for a successful future. You will find not only knowledge, but grit and determination that will set you up for a lifelong journey of meeting challenges and accomplishing goals.

Futures begin here. Go Bucs!

Chad C. Knudson, President

General Information

Mission Statement

Dawson Community College strengthens our community by providing quality education and empowering diverse learners to achieve their educational goals.

Strategic Priorities

- **Provide Quality Education:** DCC offers courses and support for student to achieve their educational goals.
- **Strengthen our Community:** DCC provides opportunities for individual growth and industry development throughout the region.
- **Enhance our Effectiveness:** DCC uses data to develop and maintain consistent processes and systems for continuous improvement and sustainability.
- **Advance Access and Equity:** DCC commits to build the foundation needed to create a diverse, equitable and inclusive culture.

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.

DCC is committed to maintaining an environment of respect and acceptance, one that recognizes the inherent worth and dignity of every person who enters through our doors. We remain solid in our core belief that student success is paramount, and this provides us an unwavering commitment to supporting every student at DCC. As students enter our

campus and work toward completing a degree or program of study, we are committed to building a social and educational environment free of harassment, prejudice, and injustice, while encouraging vigorous debate and reasoned disagreement of opinion. This allows for civil discourse and engaged pluralism, which are at the heart of DCC's mission. We want our students to be good citizens and active bystanders in the world and have the knowledge and abilities to engage others from different cultures, different backgrounds, and different beliefs. We believe that a rich diversity of people and the many points of view they bring to campus serve to enhance the quality of the educational experience at DCC. The community of Glendive and our campus has always been known to be friendly, down-to-earth, genuine, and willing to help a neighbor. As a college, we strive to uphold these characteristics and ensure that each and every student, guest, and colleague is treated with the respect they deserve.

DCC's Belonging, Unity, Connection, and Success (BUCS) Committee Statement

At Dawson Community College, we believe that true belonging is built on respect, support, and shared experiences. Through our commitment to unity, we recognize that our differences make us stronger, and by working together, we foster an inclusive and welcoming campus for all.

We cultivate meaningful relationships that empower every individual to thrive. By removing barriers and providing the resources and opportunities needed for success, we ensure that every student and community member feels valued and supported.

Your voice, your story, and your perspective matter here. Together, we create a campus where everyone has the opportunity to grow, contribute, and shape the future.

~Dawson Community College's BUCS Committee

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.

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.

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. The 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 four apartment-style student residence halls: Brueberg, Gibson, Kettner and Meadowlark. There are 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 or email 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.

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 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 Academic Assessment Coordinator. For more information about admissions, please contact the Office of Admissions at (406) 377-9400 or admissions@dawson.edu.

Degree-Seeking Student

First-Time Students (I am or will be a high school graduate or have not attended any college)

You will need the following Application Materials to complete your admissions file:

- DCC Admissions Application
- Official 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) are required in order to verify the validly of a high school diploma or equivalent. 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. Transcripts must be received by DCC in a sealed envelope from the high school, or directly through an accepted online transcript distributor.
    - Transcripts should confirm validity of the diploma through course listing or written course requirements demonstrating the sufficient rigor and quality of the coursework.
    - The transcripts must be from a school that is regulated or overseen by a state agency, Tribal agency, or Bureau of Indian Education with documentation that the high school meets requirements established by that agency.

- DCC will not accept transcripts from any school that appears on a list of invalid high school diplomas as published by the Secretary of Education.

- 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)
- EdReady Montana test scores
- Evidence of Immunizations: See “Immunizations” section for details.

Transfer Students (I have previously attended another college or university)

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

You need the following Application Materials to complete your admissions file:

- DCC Admissions Application
- Official 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) are required in order to verify the validly of a high school diploma or equivalent. 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. Transcripts must be received by DCC in a sealed envelope from the high school, or directly through an accepted online transcript distributor.
  - Transcripts should confirm validity of the diploma through course listing and/or written course requirements demonstrating the sufficient rigor and quality of the coursework.
  - The transcripts must be from a school that is regulated or overseen by a state agency, Tribal agency, or Bureau of Indian Education with documentation that the high school meets requirements established by that agency.
  - DCC will not accept transcripts from any school that appears on a list of invalid high school diplomas as published by the Secretary of Education.
- Official transcripts from ALL previously attended colleges. Transcripts must be received by DCC in a sealed envelope from your previous college or university.
- ACT/SAT for recent high school graduates (ACT preferred)
- EdReady Montana test scores
- Evidence of Immunizations: See “Immunizations” section for details.
- 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. This process is intended to assist students in the collection of documentation needed for admission to Montana colleges/universities. This does not guarantee admission to the new institution.

Do your credits transfer to DCC?

If you wish to have your previous transcripts evaluated, submit official transcripts in the sealed envelope the institution sent the transcript. If the envelope has been opened or the seal has been tampered with, the transcript is not official. DCC is intuitionally accredited by the Northwest Commission on Colleges and Universities, as such, all college-level coursework from institutions accredited by the following list of agencies will be reviewed for transfer credit. DCC will review and transfer all applicable credits to meet program, general education, and elective requirements.

- Higher Learning Commission
- Middle States Commission on Higher Education
- New England Commission of Higher Education
- Northwest Commission of Colleges and Universities
- Southern Association of Colleges and Schools Commission
- WASC Senior College and University Commission

Transfer credits from institutions not accredited by the agencies in the above (excluding foreign institutions) list will not be accepted for transfer, but may be accepted through prior learning assessment. Transcripts will not be evaluated until your admissions file is complete.

Readmit (returning) Students (I have previously attended DCC)

If you applied for admissions more than a year ago but did not attend classes, you will be required to fill out an admissions application, provide your official transcripts and copies of your MMRs. If it has been less than one year since you applied, you are only required to submit an application for admission and any remaining Transcripts and/or MMRs.

Former students who have earned credits at DCC are encouraged to return to us. If you have been away from DCC for more than one academic year, you will need to fill out an admissions application as a returning student. If you sat out for only one academic semester, you may contact the Admissions Office at 406-377-9400 or email them at admissions@dawson.edu for information on registering for classes.

International Student Admission (I need a student visa to enter the US and attend college)

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. In order to be considered for admissions, applicants must submit an application, financial documentation, secondary and post-secondary transcripts, and an English proficiency score. The SEVIS I-20 form **will not** be issued after the first day of the semester. The program and start dates **will not** be later than the first day of the semester you are being admitted for. You must arrive on campus and check into the Student Living Complex no sooner than 30 days prior to the start of the semester and no later than 5 days after the start of a semester.

For International Students, a complete admission file includes:

- DCC Admissions Application
- 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 from one of the following:
  - Test of English as a Foreign Language (TOEFL) exam. The minimum score accepted is 500 on the paper test, 61 on the Internet-based test
  - Duolingo – The minimum score accepted is 90
  - International English Language Testing System (IELTS) score of 5.5
  - ACT English score of 20
  - SAT Writing Language score of 25
  - SAT Evidence-based Reading/Writing score of 440
- EdReady Montana test scores
- Evidence of Immunizations: See “Immunizations” section for details.
- The US government requires all international applicants to show proof of funds to cover at least the first year of study. Please refer to the DCC estimated cost of attendance page https://www.dawson.edu/cost-affordability/estimated-cost-of-attendance.html. Students need to submit a completed certification of financial support and proof of funds. This documentation should consist of an original bank or employer’s letter on official letterhead in English. If an applicant will enroll in online courses only and will not apply for a student visa to enter the US, if is not necessary to provide proof of funds.
- Copy of your passport
- A completed Student Housing application
- A non-refundable $150 housing application fee

If your country is not listed, the requirement to supply an English proficiency exam will not be waived:

- Anguilla
- Antigua & Barbuda
- Australia
- Bahamas
- Barbados
- Belize
- British Virgin Islands
- Canada (except Quebec)
- Cayman Islands
- Dominica
- Falkland Islands
- Gibraltar
- Ghana
- Grenada
- Guernsey
- Guyana
- Ireland
- Isle of Man
- Jamaica
- Jersey
- Liberia
- Montserrat

- New Zealand
- Nigeria
- St Kitts & Nevis
- St Lucia
- St Vincent & the Grenadines
- Trinidad & Tobago
- Turks & Caicos Islands
- United Kingdom
- United States Territories

Non-Degree Seeking Students (I am not seeking a degree from DCC)

You will need the following Application Materials to complete your admissions file:
- A completed DCC Admissions Application or Application for Admission form for non-degree students
- Evidence of Immunizations: See "Immunizations" section for details.
- Non-degree students are not eligible for financial aid.

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
- Evidence of Immunizations: See "Immunizations" section for details.
- 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.
- Must be a resident of Montana.

Exclusions:
- Workshops and/or self-supporting events
- Course fees, Lab fees, and additional material costs will apply.

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

Immunizations

IMPORTANT: Dawson Community College requires all students to meet the following immunization requirements before registering for classes.

- Students need to submit documentation showing two MMR vaccinations that meet the following requirements:
  - Two doses started after 12 months of age
  - Must be at least 28 days between dose 1 and 2
  - Can be given as combined or individual vaccines
  - Any dose given before 1968 is no considered adequate
  - The second dose must be after 1980
- Students born before January 1, 1957 are not required to submit documentation of MMRs
- Documentation must include the student's name and date of birth
- Students can have titers to prove immunity to measles, mumps, and rubella in place of MMR vaccination records.
- If you do not have a copy of your immunization records, here are some places to look:
  - Request an Immunization record from your doctor's office
  - State-certificate of immunization
  - Record of immunizations from county health department
  - High school transcript including immunizations
  - Military immunization record
  - Immunization booklet
  - Lab results of titers showing immunity to measles, mumps, and rubella. Must submit full lab report
- Students who cannot have the MMR vaccine. Please complete the appropriate form:
  - Religious Exemption Form (must be signed by student)
  - Medical Exemption Form

NOTE: These forms are not for students who have received the MMR vaccine. If you are struggling to locate records of your MMR vaccine, please call the Registrar at (406) 377-9404.

Additional immunizations may be requested at the discretion of the institution.

Montana Code Annotated 2023

TITLE 20. EDUCATION
CHAPTER 5. PUPILS
Part 4. Health

20-5-403. Immunization records are required – Release and Acceptance of Immunization Records – Notice of Exemptions Required.

(2) (a) The governing authority of a postsecondary school may not allow a person to attend as a pupil unless the person:
(i) has been immunized against rubella and measles (rubeola) in the manner and with immunizing agents approved by the department; or
(ii) files for an exemption as provided in **20-5-405**
(b) The governing authority of a postsecondary school may, as a condition of attendance, impose immunization requirements that are more stringent than those required by this part, subject to the exemptions provided for in **20-5-405.**

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 Director of Academic Affairs.

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 will be 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 will 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 or call (406) 377-9400.

Changes in Registration

Students can make changes to their class schedules after they have registered for classes. They should meet with their academic advisor to discuss the changes as they pertain to graduation requirements and potential transfer issues. Changes to class schedules must be completed within the period 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 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 Student Financial Responsibility Agreement (SFRA) 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.

Limited English Proficiency

Lack of English skills is not a barrier to admission and participation in programs at DCC. We recognize limited English proficiency (LEP) as speaking, reading, writing or understanding the English language such that those skills may affect an individual's ability to communicate. DCC shall have an identified support services plan for enrolled learners who meet conditions of Limited English proficiency (LEP). Individuals may qualify as LEP learners under one or more of the following conditions:

- Was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant
- Is a Native American or Alaska native and comes from an environment where a language other than English has had significant impact on such individual's level of English language proficiency
- Is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant

The purpose is to ensure that LEP services are provided for qualified learners who have been admitted to DCC to enhance their chances for success.

Students who qualify as LEP learners should work with the Interim Academic Assessment Coordinator and the Dean of People and Culture.

Placement

Students 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 multiple measure for 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 college placement test scores guide placement for specific courses, as well as evaluate preparation for courses.

College placement test scores are tools used by academic advisors to support student 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.

Placement Guidelines:

College Writing

A student can place into College Writing (WRIT101) with:

- EdReady score of 60 or higher and one of the following:
    1. ACT Reading and ACT English 16 and above
    2. 7 or higher on the SAT Writing Essay and a reading score of 480 or above

Co-requisite College Writing

A student can place into College Writing with co-requisite lab with:

- EdReady score below 60
- ACT Reading and ACT English 15 or below
- A Lower than 7 on the SAT Writing Essay and a reading score below 480

Please see the College Writing instructor with questions related to scores and placement.

Calculus

A student can place into Calculus (M171) with:

- EdReady initial score of 71 or higher and one of the following:
    1. ACT Math 25 or higher
    2. 560 or higher on the mathematics section of the SAT and a reading score of 480 or above

Pre-Calculus

A student can place into Pre-Calculus (M151) with:

- EdReady initial score between 66-70 and one of the following:
    1. ACT Math 23 or higher
    2. 530 or higher on the mathematics section of the SAT and a reading score of 480 or above

College Algebra, Intro to Statistics, and Numbers & Operations for K-8 Teachers

A student can place into College Algebra (M121), Intro to Statistics (STAT216), or Numbers and Operations for K-8 Teachers (M132) with:

- EdReady initial score between 55-65 and one of the following:
    1. ACT Math 21 or higher
    2. 530 or higher on the mathematics section of the SAT and a reading score of 480 or above

Intermediate Algebra, Contemporary Math, and Business Math

A student can place into Intermediate Algebra (M095), Contemporary Math (M105) or Business Math (M108) with:

- EdReady initial score between 50-54 and one of the following:
    1. ACT Math 18 or higher
    2. 520 or higher on the mathematics section of the SAT and a reading score of 480 or above

Please see a math instructor with questions related to scores and placement. If a student has passed a junior or senior level HS math course and is below but near the EdReady initial score, they may be able to register for the college level course.

Introductory Algebra

A student can place into Introductory Algebra (M090) with:

- EdReady initial score less than 49 and one of the following:
    1. ACT Math 17 or lower
    2. 450 or lower on the mathematics section of the SAT and a reading score of 480 or above

Please see a math instructor with questions related to scores and placement.

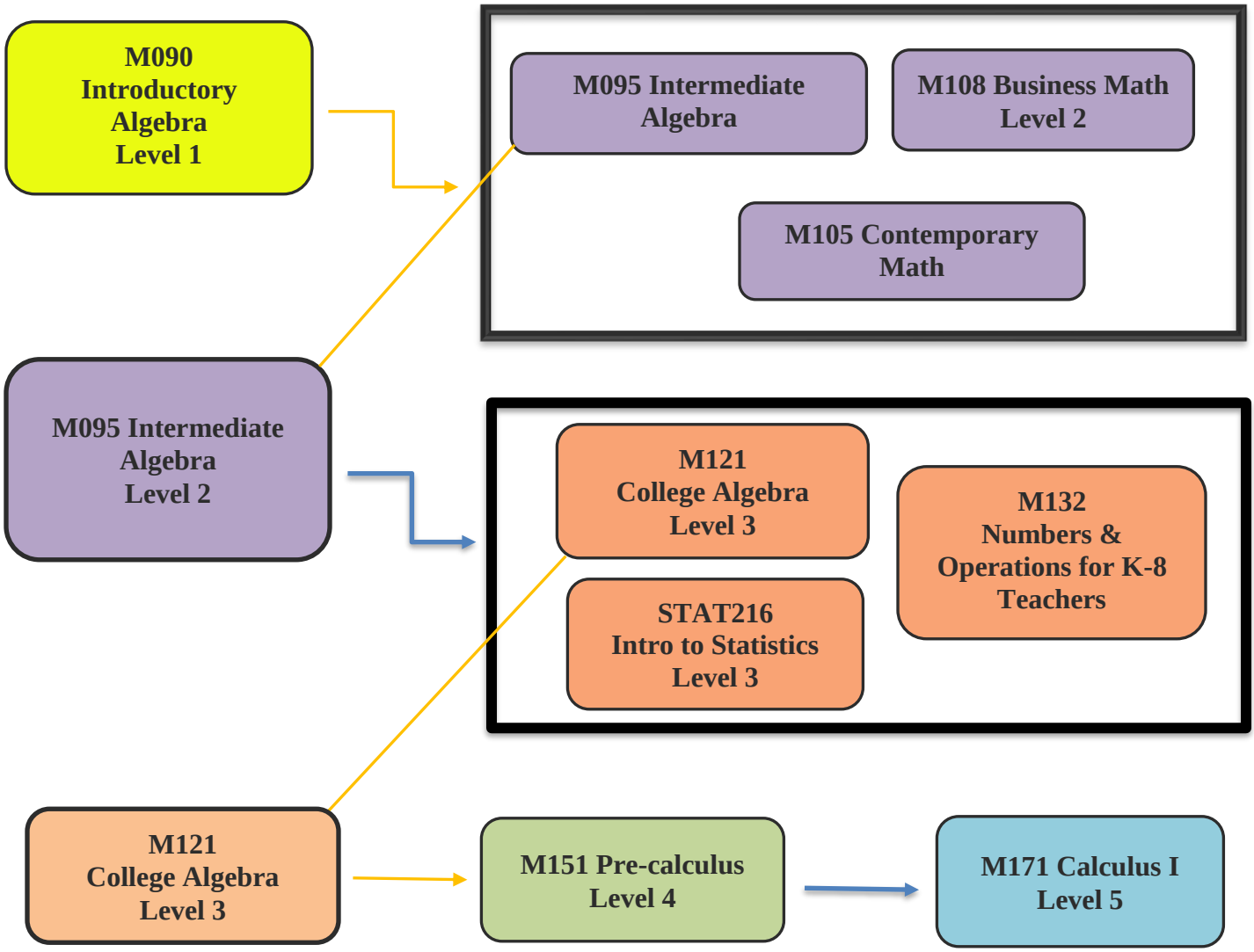
After receiving the initial score, please refer to the study path levels for placement:

Study Path Improvement Scores	
ID Level -> Study Pathway Placement Level	Current ER Score

Study Path Improvement Scores	
Recommended study to score below Level 1	65
Level 1 -> Level 2	70
Level 1 or 2 -> Level 3	78
Level 2 or 3 -> Level 4	97
Level 4 -> Level 5	100

A student who wants to enroll in College Algebra receives an initial score of 50 would be placed in M095. The student can enroll in M095 or continue to study in the EdReady platform to build their skills. In order to be placed in College Algebra after the initial test, the student must reach an ER score of 78 or higher.

MATH PREREQUISITE FLOWCHART



	Level 1	Level 2	Level 3	Level 4	Level 5
Ed Ready Initial Score	Below 49	50-54	55-65	66-70	71 Or higher
ACT Score	17 or below	18 Or higher	21 Or higher	23 Or higher	25 Or higher
SAT Score	Below 450	520 Or higher	530 Or higher	530 Or higher	560 Or higher

Tuition and Fees

All tuition, fees, and deposits must be paid at registration. Students with outstanding financial obligations to DCC will not receive official copies of transcripts, nor will they be allowed to participate in commencement activities. Financial obligations include educational costs such as, but not limited to, tuition, books, supplies, fees and library charges.

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, Wyoming and Saskatchewan. 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, American Samoa, Arizona, California, Colorado, Commonwealth of the Northern Marianas Islands, Federal States of Micronesia, Guam, Hawaii, Idaho, Nevada, New Mexico, North Dakota, Oregon, Republic of Marshall Islands, Repulic of Palau, 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 and British Columbia. The student must also meet all other international student admission requirements of DCC. They must remain full-time students (12 or more credits). All fees are the responsibility of the student.

Additional Fees

Dorm Fee	$2,100 per semester
Anchors Away Meal Plan	$1,575 per semester
Mother Lode Meal Plan	$2,200 per semester

Audit Fee	Same as taking a course for credit
Cengage Fee	$135.00/Semester
Orientation Fee	$35.00
Late Payment Fee	$40.00
Payment Plan Fee	$25.00
Housing Application Fee	$150.00
Meal Card Administration Fee	$130.00
International Student Processing Fee	$70.00
Early Start Per Credit Hour Fee	½ Tuition, course related fees, Cengage fee and no mandatory fees – In-State Students Only
Graduation Fee	$35.00
Non-sufficient Funds Check Fee	$40.00
Senior Citizen Gold Card Course Fee	Tuition Waived – All Fees Apply
Student ID Card Replacement Fee	$20.00

Transcript Request	$3.00 paper $7.00 electronic
Transmittal of Application Materials	$8.00
Diploma Reprint	$10.00

Some courses may require additional fees. Students registering for courses can find course fees listed in the Detailed Class Information of the class schedule.

Agriculture fee	$20-$40 depending on course
Art Fee	$100-$150 depending on course
Arena Fee	$160
Astronomy Lab Fee	$50
Biology Lab Fee	$30-$40 depending on course
Chemistry Lab Fee	$60
Early Childhood Education	$30
CPR/First Aid	$36
Music Fee	$40
Physics Lab Fee	$40
Welding Fees	$50-$250 depending on course

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, bank/credit card (MasterCard, Visa, American Express or Discover) or online at the following link https://mt.accessgov.com/dawsoncc. Please contact the Business Office for information regarding third-party billing and deferments.

A $40.00 nonrefundable late fee will be assessed to all unpaid accounts as outlined in the academic calendar, unless the 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 assessed to the student's account who has offered the check for the payment of fees. See additional fee rates above.

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 fourth of total amount due must be paid at the time of registration
- Another fourth of beginning balance must be paid within 30 days of registration
- Another fourth of beginning balance must be paid within 60 days of registration
- Final balance must be paid within 90 days of registration
- A $40 late fee will be applied to the student account for each missed or late payment

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 for Tuition, Fees, Housing and Food Service

Students are responsible for the accurate payment of all tuition, fees or any other costs associated with attending Dawson Community College. DCC reserves the right to offset any sums owed by the student to the College against any amounts owed by the College to the student either through normal operations or inadvertent errors. The following refund policy applies to all dropped courses or complete withdrawals. If a student withdraws from all classes, the official withdrawal process must be complete before a refund will be processed.

Fifteen (15) Week Fall and Spring Semesters – tuition, fees, housing
Days 1-5 of classes – 100% refund.
Days 6-9 of classes – 50% refund.
Day 10-end of the semester 0% refund.

Housing Application Fee: The housing application fee is non-refundable.

Food Service:
Days 1-5 of classes – 100% refund minus $130 administration fee and actual use
Days 6-9 of classes – 50% refund minus $130 administration fee and actual use
Day 10-end of the semester 0% refund.

Summer Term and Short Sessions: Refunds for terms less than 15-weeks will be proportionately calculated based on the number of days in the session.

For purposes of this policy and procedure, class days mean from the first (1st) day classes start for that session, excluding weekends and holidays.

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 permanent address that is in Banner Student Self-Service

Return of Military Tuition Assistance (Please refer to refund policy above for all non-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%

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

Official Withdrawals: Students that desire to leave college before the end of the semester should complete the official withdrawal process. Withdrawal forms can be obtained from the Registrar's Office. The date for official withdrawal in respect to the return of Title IV funds will be the date in which a student informed the Registrar of their intent to withdrawal.

Unofficial Withdrawal: If a student does not inform the college of their intent to withdrawal, it is considered an unofficial withdrawal. The date for unofficial withdrawal is determined to be the last date of attendance as determined by the college. This can occur in two categories:

- The College determines the student did not notify the college of their intent to withdrawal or otherwise start the withdrawal process due to illness, accident, grievous personal loss, or other circumstances beyond the student's control.
- Any other withdrawal in which the student did not begin the withdrawal process or official notification is not given to the college.

How a Withdrawal Affects Federal Student Aid: The Title IV (TIV) (federal) financial aid funds are offered under the assumption that students will remain in classroom attendance for the entire period (semester) for which the funds are offered. When students withdraw from all courses, regardless of the reason, they may no longer be eligible for the full amount of TIV funds originally offered. 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 5th week. Once the 60% point in the semester is reached, students are considered to have earned all of the financial aid originally offered 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 60% point or
- Do not complete all modules (mini-sessions) in which they are enrolled as of the start date of the mini-session.
- Do not begin attendance in all courses used in TIV fund enrollment status.

DCC students who receive federal financial aid and who do not remain in attendance through the 60% point 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.

R2T4 Withdrawal Exemptions: Under certain criteria, a student that has withdrawn or ceased attendance may not be considered a withdrawn student for TIV purposes, removing the need for a R2T4 calculation. This would apply for students who complete all requirements for graduation from their program before completing the days or hours in the period that they were scheduled to complete.

Students in programs with modules will also be exempt from withdrawal status under the following conditions:

- If a student successfully completes one module that contains 49% or more of the days in a payment period, they are not considered withdrawn. This excludes days between modules and scheduled breaks of five or more days.
- A student is not considered withdrawn if they complete a combination of modules that combined contain 40% or more of the days in a payment period. This excludes days between modules and scheduled breaks of five or more days.
- A student is not considered withdrawn if they complete coursework equal to or greater than the coursework needed to be defined as a half-time student by the college for the payment period.

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 received. 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. Official Withdrawal – the date of the notification of the student's intent to withdraw will be used. Unofficial Withdrawal – The withdrawal date will be the last date of the student's attendance as determined by the college.
- The Financial Aid Office determines the amount of Title IV aid originally offered 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 Subsidized, Unsubsidized Loan or PLUS 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 offered to them.

Post-Withdrawal Disbursement of Federal Pell Grant Proceeds: When the R2T4 calculation results in the student being eligible to receive Federal TIV Grant proceeds, DCC will disburse those funds no later than 45 days after the determination of withdrawal. The eligible funds will be applied to the student's account to pay for current allowable charges.

Post-Withdrawal Funds: If a post-withdrawal fund creates a credit balance on the student's account, the funds will be returned to the student or parent following business office procedures, but will not exceed 14 days from the date of disbursement.

Withdrawal with an Existing Title IV Balance: If a student withdrawals and their account has a current Title IV fund balance, DCC will first complete a R2T4 calculation. If there is a balance remaining, funds will be released to the student following business office procedures, but will not exceed 14 days from the date of the R2T4 calculation.

Determination of Withdrawal Date: For official withdrawal, the date of the notification of the student's intent to withdraw will be used. For unofficial withdrawal, the withdrawal date will be the last date of the student's attendance as determined by the college.

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

When Students Fail to Begin Attendance: If financial aid is processed and disbursed to the student who never began attendance in any class for which they registered in a term, all aid will be returned to the funding source. If the student fails to notify the Registrar's Office of the intent to withdraw, the student will receive an "F" grade for that course. Financial aid originally offered is returned to the funding source 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 offered. This will be determined from the last date of attendance of the student. If students did not begin attendance, or stopped attending during the payment period, the financial aid originally offered will be returned 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
- Federal Direct Loans: Subsidized
- Federal Direct Parent Loans
- Federal Pell Grant
- Federal Iraq and Afghanistan Service Grant
- Federal Supplemental Educational Opportunity Grant

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 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 their 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.studentaid.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) 377-9444 or email at finaid@dawson.edu

Application Procedure

To apply for financial aid, students must complete:

- FAFSA for each year enrolled;
- Complete Verification (if requested)

The FAFSA is available Oct. 1. Apply early, online at www.studentaid.gov. 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 offered based on financial need. “Need” is defined as the difference between cost of education, (tuition, fees, housing, food, books, supplies, course materials, equipment, transportation and personal expenses), and the Student Aid Index (SAI). The SAI is calculated by completing the FAFSA, and is used to determine how much and what types of financial aid a student may receive.

If educational costs exceed the family’s ability to contribute, need will exist, and every effort will be made to offer to the student adequate financial aid.

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 offered, based upon an evaluation of the applicant’s eligibility for a particular type of aid and the availability of funds under the various aid programs.

A financial aid Professional Judgement is a way for students to explain changes to income, life circumstances, or unusual expenses not reflected on the FAFSA to see if this information may result in a change to their federal aid eligibility. Typically special circumstances that are considered under this process are unusual and must be thoroughly documented. Please contact the Financial Aid office for more information.

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 are 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 offered via the portal, email, and/or U.S. mail. It is the student's responsibility to monitor the portal regularly for updates, even after receiving an offer, and after grades have been assessed each semester.

Payment to Student

All offered and awarded financial aid will be applied toward the student's direct college costs of attendance (i.e., tuition, fees, books, housing and food/meal charges). Aid will be disbursed on the 10th classroom day of each semester to students who have:

- Accepted their aid;
- Submitted all required documents and the documents have been processed;
- Accepted student charges in "MyInfo";

If there is a balance due on these direct charges after scholarships, grants, and loans 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's 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, housing and food, books and supplies. The amount of Pell Grant a student receives depends on 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 part of the total aid offered 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 and Unsubsidized Loans are low interest loans made by the United States Department of Education to students attending college at least half-time. Students must complete the Free Application for Federal Student Aid (FAFSA) to determine eligibility. If the student qualifies for a Federal Direct Subsidized Loan, the government will pay the interest while the student is attending college at least ½ time and also during the 6 month grace period. If a student does not show financial need, they may borrow a Federal Direct Unsubsidized Loan, and interest will begin accruing on the date of disbursement and capitalized and added to the loan balance when repayment begins. A maximum of $5500 for freshman and $6500 for sophomore year may be borrowed and must be repaid according to the student's specified repayment plan.

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. If a student's parent(s) are denied the PLUS loan, the student is allowed to borrow up to an additional $4000 for the year in Federal Direct Unsubsidized Student Loans.

All student borrowers of Federal 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 scholarships available to students. The amounts and requirements vary for each scholarship. Any prospective or currently enrolled student may apply for scholarships online at www.dawson.edu/cost-affordability/scholarships.html.

State Vocational Rehabilitation

Service: Students with certain disabilities may qualify for educational assistance through the Montana Vocational Rehabilitation and Blind Services. Contact that office for more information.

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

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

Satisfactory Academic Progress Requirements for Federal Financial Aid

Dawson Community College is required per federal regulation, to establish minimum academic standards that students must meet to be eligible or maintain eligibility for federal, state, and institutional aid including but not limited to grants, loans, work-study, institutional scholarships and waivers. These regulations require schools to determine whether students are progressing through their programs of study in BOTH a satisfactory 'qualitative' academic manner (Grade Point Average) and at a satisfactory 'pace' measure (credits completed vs. credits attempted), based on their prior academic records (whether or not they ever received financial aid). DCC students who are receiving financial aid or wish to be considered for financial aid in the future must maintain satisfactory progress in their selected course of study.

Failure to meet these standards means the student is no longer eligible to receive financial aid. It is the responsibility of all students receiving financial aid to familiarize their self with this policy and to insure that the standards are met. Satisfactory Academic Progress Policy is effective beginning Fall Semester 2025 and replaces previous published SAP policies. Exception or amendments to any of the specific provisions regarding SAP standards may be made at any time, without publication, due to changes in federal, state or institutional regulation or policies. Enrollment Status Student status is based on the following:

- Full time (FT) – Attempting 12 or more credits
- Three-quarter time (QT) – Attempting 9-11 credits
- Half-Time (HT) – Attempting 6-8 credits
- Less-than-half-time (LTHT) – Attempting 5 or fewer credits

For satisfactory academic progress purposes, enrollment status will include all credit hours attempted at any time during the term.

For financial aid awarding purposes, enrollment status is based on credit hours for which the student isenrolled as of the published date considered to be the tenth day of the term for the majority of students. Financial aid will be adjusted to reflect less-than-full-time status if the student is not registered for at least 12 credit hours on that date. Financial aid will not be adjusted to reflect credit hours added after that date. Students who are registered for a class on the first day of the term but never begin attendance in that class cannot include that class in determining enrollment status for financial aid purposes. Financial aid will be adjusted if students are reported that they never started attendance in one or more of their classes. All summer sessions jointly are considered one term.

Requirements:

1. **Cumulative GPA (qualitative measure)** – A student must maintain a Cumulative GPA of at least 2.0.
2. **Percentage of Cumulative Credits Completed (pace measure)** – During each semester of enrollment, the student must successfully complete the credit hours attempted to maintain a 67% pace measure by comparing the cumulative number of credits completed vs. the cumulative number of credits attempted. For any course withdrawals that occur after the drop/add period and earning a grade of W or equivalent, that grade will be considered when calculating Satisfactory Academic Progress. For financial aid purposes, satisfactory completion means a student has received a minimum grade of D or S (satisfactory in pass/fail class). While grades of I (incomplete), W (withdraw), U (unsatisfactory), or N (audit no grade) are not included in calculating GPA, they, along with F (failed) grades are not considered acceptable in maintaining academic progress. The repeat of coursework will be considered in the hours attempted and may be used to determine enrollment status for financial aid purposes. Title IV funds can pay for repeat coursework previously taken in a program as long as it is not a result of: more than one repetition of a previously passed course, or any repetition of a previously passed course due to the student failing other coursework (coursework that must be taken and passed concurrently). For the purposes of calculating GPA for repeat courses, no matter which grade is higher, the most recent grade will be used.

Transfer Student

The Registrar evaluates and posts transcripts from prior institutions that you submit to the college; however, DCC does not require you to submit all transcripts to be admitted to a degree program. All prior transcripts must be to DCC by the end of their first semester. All posted transfer credit hours that are applicable to your current degree or certificate program of study are subject to being counted for SAP purposes (minimum cumulative Financial Aid GPA, Completion Ratio (Pace), and Maximum Time Frame calculations). Complete academic transcripts must be submitted to the Registrar for any academic work attempted at other institutions before the end of their first semester at DCC. At the end of the first semester at DCC, the SAP calculation will include all credits earned at DCC and from all transfer institutions.

Maximum Timeframe

Students are expected to complete their program of study within a reasonable time period. A student's maximum time frame is based on total credit hours attempted at Dawson Community College plus any transfer credits accepted towards their program of study. These limits apply regardless of whether or not the student has received financial assistance. Students are eligible to receive aid for up to 150% of the published number of credit hours for a program of study (see program descriptions in the College catalog). Example: If a program of study requires 60 credit hours to graduate, the maximum credit limit a student could take and receive financial aid would be 90 (60 X 150 percent). All credit hours attempted are counted, including the credit hours accomplished when the student is not receiving Title IV funds.

At the end of each semester, including summer, the total number of attempted credit hours will be counted to see if you have reached the maximum number of credit hours for your program. A student will be considered to have failed the maximum timeframe when it is determined by the financial aid office that it is not possible to complete their program within the maximum timeframe, not when the student actually reaches the maximum timeframe. All credit hours are counted which includes:

- Credit hours attempted in semesters you did not receive financial aid.
- Credit hours attempted prior to a change in your program of study if those hours are applicable to your new degree. A student will be allowed to change their program of study once prior to receiving a degree and must inform the Financial Aid Office of the change.
- Credit hours transferred from another institution into your program of study at Dawson Community College.

Credits Required for Program in Catalog Credits of Financial Aid Eligibility

- 30 required credits (1 year Certificate) (30 X 150% = 45) 45 attempted credits
- 60 required credits (2 year Degree) (60 X 150% = 90) 90 attempted credits

- 72 required credits (2 year ASN Degree) (72 X 150% = 108) 108 attempted credits

Consequences

- **Financial Aid Warning**

A student will be placed on financial aid warning if:

- Fails to maintain a cumulative GPA of at least 2.0 and/or
- Fails to complete 67% of cumulative attempted credit hours

During a warning semester, the student may still receive financial aid. The student's future financial aid eligibility is dependent upon how well the student does during the warning semester. If the student completes the required number of credit hours to reach the 67% cumulative pace measure and has a cumulative GPA of 2.0 or higher, the student will be removed from financial aid warning status and restored to good standing. If, however, the student again fails to meet one or both of those requirements, the student will be placed on financial aid suspension.

- **Financial Aid Suspension**

A student will be placed on financial aid suspension if:

- Fails to meet the academic progress requirements at the end of a warning semester.
- Withdraws from all classes or receives grades of 'F' or 'I' (or any combination thereof) in all classes in which he/she was enrolled for the semester resulting in a 'zero' GPA. Students withdrawing from classes (before or after the last day to drop/add) or receiving total 'F' grades may also be required to repay a portion or all of the financial aid in accordance with Federal Return of Title IV Funds regulations.
- Has been determined to have exceeded the maximum time frame OR has been determined unable to mathematically finish their program in the maximum time frame.

- **Financial Aid Probation**

Financial Aid Probation is a status assigned to you when you fail to make SAP at the end of an evaluation period, however, you have successfully appealed to have your financial aid reinstated.

Regaining Eligibility

A student whose financial aid eligibility has been suspended has two options for regaining eligibility.

1) A student may qualify for reinstatement of financial aid eligibility by enrolling at his/ her own expense and bringing their cumulative GPA above 2.0 and by completing the appropriate percentage of credit hours attempted to meet the 67% pace measure.

2) A student may appeal their financial aid suspension if extenuating circumstances (death of a relative, injury or illness of the student, or other mitigating circumstance) exist. Appeals must be made in writing to the Director of Financial Aid and Committee, and must include supporting documentation of the extenuating circumstance. In the appeal request the student must provide information regarding: a) why the student failed to make SAP, and b) what has changed in the student's situation that would allow them to demonstrate satisfactory academic progress at the next evaluation. All appeals must be done in a timely manner, generally within three weeks of the beginning of each semester. Appeals received beyond three weeks will be denied; appeals will also be denied if the student's letter does not include all required elements. A student will be allowed to appeal only one time per a particular circumstance and may be granted the right to appeal twice while enrolled at Dawson Community College. If a student's appeal is granted they will be placed on Financial Aid Probation allowing the student to receive aid (federal, state or institutional) for one payment period. At that point, the student must meet Dawson Community College's standards of academic progress or the requirements of an academic plan that was established on an individual student basis as a result of the appeal process. The Committee's decision is final and may not be appealed further.

Additional Information

Academic Bankruptcy: The Dawson Community College Academic Forgiveness will not be granted to students receiving Title IV aid. A separate academic progress calculation must be made each semester for all Title IV recipients, which will include cumulative GPA (with the exception of transfer), attempted credits and earned credits.

Academic Plan: The DCC Financial Aid Committee at its discretion, upon a student's successful appeal after being suspended, may place the student on an academic plan to be monitored through the Academic Support Center. The academic plan is personalized to the student's degree goal, and IF FOLLOWED, will ensure that the student is able to

meet the DCC SAP standards by a specific point in time. Should the student not follow their academic plan, they will be suspended with no further appeals being granted.

Additional Degree: Students who have obtained an Associate degree and wish to return to Dawson Community College for a subsequent degree may not be eligible for Financial Aid. Changes from AAS to AS or AA degrees will receive consideration as they are separate and distinct degree programs. The request for a subsequent degree must be submitted to the Director of Financial Aid with a degree audit from the Registrar. If you are approved for a new degree or certificate the student will be required to only take courses that relate to the new degree or certificate. It is the student's responsibility to not take courses that do not fit the program, doing so may result in suspension.

Challenge Courses: Students will not be funded.

Changed and Late Grades: The student must notify the Financial Aid Office of grade changes, including updates for incomplete or missing grades. Grades must be officially changed in the Registrar's Office before financial aid will be reviewed.

Evaluation Time Frame: Dawson Community College will evaluate a student's satisfactory academic progress at the end of each payment period; fall, spring, and summer. A student placed on financial aid warning or suspension will be notified via US mail to the current mailing or permanent address on record. It is the responsibility of the student to keep their address updated.

Incomplete: An incomplete course is one for which no term credits were earned. It is construed as an 'F' until the Registrar records a positive letter grade. A student who is placed on warning or suspension because of incomplete credits may request that the Financial Aid Office review his/her status once the course has been completed.

Remedial Courses: Certain sub-100 remedial courses, which do not apply toward graduation requirements, may be included as part of their credit load for determining enrollment status each term. These courses can total no more than half their credit load per term and cannot exceed 30. Remedial courses are included in GPA calculations, and count toward the overall pace and maximum timeframe to complete the program of study.

Return of Title IV Funds: Calculations of any Title IV funds will follow the policies as described in the R2T4 section in the school catalog.

Self-Paced/Independent Study: Students will not be funded.

Transfer Student: A student who has attended other institutions will be required to provide official transcripts from each of those attended prior to receiving an award letter. A transfer student who was not eligible to receive financial assistance at a prior institution as a result of his/her failure to maintain satisfactory academic progress at that institution may be placed on immediate financial aid warning at DCC or, depending upon their academic history, may be required to appeal at DCC.

Withdrawal from Dawson Community College: Students withdrawing during a semester will be placed on financial aid suspension. Those students who received financial aid should be prepared to repay a portion of aid received according to Return of Title IV Funds federal regulations and the Dawson Community College refund policy, which is printed in the college catalog.

Each student receiving financial assistance is directed to the DCC website at https://www.dawson.edu/cost-affordability/financial-aid.html/title/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 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
- 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 Information

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.

Books, Course Materials, Supplies and Equipment

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 One Price. Limitless learning. For more information go to www.dawson.edu/current-students/academic-resources/cengage-unlimited.hmtl

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 borrow. Some instructors may make course textbooks available on reserve at the library for students who may not want to purchase their own copy of a course textbook. These books cannot be removed from the Library. Please see the Director of Academic Affairs or designee regarding any textbooks on reserve if provided by the instructor.

Course Supplies: Some DCC courses will require students to purchase additional supplies and/or kits not included in the cost of the course (art and science courses, for example). These supplies are provided to the students by the instructor and are included in the additional course fee.

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 cafe is located in the Student Center in Main Hall. The cafeteria is open Monday through Friday for breakfast, lunch and dinner. Students may select their desired meal plan depending on the amount of dining funds they wish to have available for the semester. Unused account balances expire at the end of each semester and are not refunded to the student. They do not roll over from semester to semester, from year to year, or to another individual. For additional information regarding food service and catering options or prices call the Main Office at (406) 377-9400.

Campus Housing

Our students enjoy living on-campus in apartment-style housing. Each apartment has two-bedrooms accommodating from four to six (4-6) 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). No deduction is made for late arrival at the beginning of the semester or for early departure at the end of the semester. To secure a room in the Residence Halls, a $200 Room

Damage and Cleaning Deposit is required and must be submitted during the housing payment period. This deposit includes a **$50 non-refundable cleaning fee** and a **$150 refundable damage deposit**. This full $200 deposit is required each academic year a student resides on campus. 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. Submit the completed form to the College President, or designee, for review and final decision. Minor children of students are prohibited from living in student housing. Students are not released from the residency requirement until they receive official notification from the college president or designee.

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 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: 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 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 Student Handbook. Please make accommodations with the Resident Director to remain on campus over Spring break and semester breaks. An additional contract is available for summer housing through the Resident Director.

Health Insurance

DCC does not provide health insurance coverage. It is available to students through area insurance agents or may be available through parent(s) or legal guardian(s). DCC does not provide insurance.

Library

The Jane Carey Memorial Library is a spacious area located in the Main Hall of the college. While providing a spectacular view of the Yellowstone River Valley and the city of Glendive, the library services and resources include research and instructional assistance. There is also an extensive collection supplemented by interlibrary loan and consortia partnerships, desktop computers, printing and scanning equipment, individual or group study areas, and comfortable seating.

The Library collection supports the DCC curriculum by providing access to a wide variety of information resources. The library offers print, electronic, and periodical resources. The electronic collection includes 58 subject-specific and interdisciplinary databases, reference resources, and eBooks. The library also has access to various state documents. 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 https://www.dawson.edu/current-students/library.html. 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. 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.

Collegiate Young Farmers and Ranchers: The Collegiate Young Farmers and Ranchers is a club through the Montana Farm Bureau Federation. They strive to build networking opportunities and communication among young people who are interested in agricultural issues, provide education and experience about the work of an agricultural organizations, share experiences with local and state government through participation in legislative activities, great networking opportunities and allow students to appropriately promote agriculture.

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

Indigenous Culture Club: Dedicated to maintaining cultural awareness and an Indigenous presence on campus, along with sharing and promoting our Native American culture.

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 DCC 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.

Outdoor Club: The Buccaneer Outdoor Club gets students off campus and into the wild eastern Montana outdoors. We will go on day hikes through Makoshika State Park, mountain biking through the Sand Creek recreation area, kayaking and agate hunting on the mighty Yellowstone river, playing folf on a world class and rated course, and may even go to actual dinosaur dig locations and learn about paleontology. If you are into discovering what the lower Yellowstone ecosystem has to offer, then this club may be for you.

Phi Theta Kappa: Phi Theta Kappa is an International Honor Society for the Two-Year College, which 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.

Table Top Gaming Club: This club is for hobbyists, card players, RPGers, and for those who simply like to play board games. The focus of the club is to bring students together in a welcoming environment. Anyone is able to bring in a board game and we will try our very best to play at some meeting. We plan to attend tournaments (excluding poker and gambling games) in competition formats.

Volunteer DCC: This organization organizes and promotes community outreach opportunities and promotes civic responsibility.

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, 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 junior collegiate Esports programs all across the nation. Through this established program, DCC competes at the national level in a number of competitive games like Call of Duty, Valorant, Rainbow 6 Siege, Fortnite, Super Smash Bros, Mario Kart, Madden NFL, NBA 2k, FIFA, Marvel Rivals, Overwatch, and many more.

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

Performing Arts

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

Photographs and Videotaping

DCC takes photographs and videotapes on campus throughout the year. These images often include students, employees, and guests in classrooms, computer labs, athletic events, and other campus activities. DCC reserves the right to use these photographs and videotapes as part of its educational, public interest, publicity and marketing efforts. Those who attend, visit, or work at DCC do so with the understanding that these photographs and videotapes might include them and might be used in college publications, newspapers, and other media. As a condition of attendance, visiting or working at the college, you are consenting to the College's use of such photographs or videos which may include your likeness, and waive any privacy interests you may have in such photographs or videos.

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. https://www.dawson.edu/current-students/student-success/student-handbook.html

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 Dean of People and Culture.

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. Prohibited weapons include, but are not limited to, firearms (such as rifles, shotguns, and handguns), large knives (including bowie knives, dirks, and any knife with a blade of 4 inches or longer, excluding kitchen knives), explosives, swords, nunchaku, throwing stars, and other martial arts weapons. Additionally, crossbows, compound bows, recurve bows, longbows, Tasers, pepper spray (except for small personal protection canisters), BB guns, pellet guns, airsoft guns, paintball guns, ammunition, and non-functional replicas that could be mistaken for real firearms are also restricted.

If a student has a weapon for classroom use, it is their responsibility to arrange for storage of the weapon(s) prior to arriving on campus. 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 People and Culture.

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.

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://dawsoncommunitycollege.formstack.com/forms/sexual_misconduct_report.

All updates to the Title IX process can be found at https://www.dawson.edu/about/title-ix.html

The Title IX Coordinator for Dawson Community College:

Daisy Nyberg
Dawson Community College
300 College Drive
Glendive MT 59330
Tel: (406) 377-9412
E-mail: dnyberg@dawson.edu

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 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 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 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. 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, 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. 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 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 People and Culture, 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.

The College's ADA coordinators are the Director of Human Resources and the Interim Academic Assessment Coordinator.

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

Students: Any student with disabilities concerned about accessibility and/or accommodation issues should contact the Interim Academic Assessment Coordinator, Main Building, Phone (406)377-5302.

The Interim Academic Assessment Coordinator reviews complaints by students regarding discrimination and/or harassment based on physical or mental disability relating to disability accommodations in the classroom and physical access to facilities.

Workforce Services and Adult Education

Workforce Development

Dawson Community College is committed to providing services and programs that build upon strengths and respond to the changing needs of our community and region. Workforce Development programs offer opportunities for personal growth, business and career advancement, and skill-building. The non-credit programs are designed to supplement credit offerings to meet current workforce training and development needs.

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 or renewal units and are advertised in advance.

Refund Policy

In the event that a course does not meet the minimum number of participants, it will be canceled and participants will be called at least 2 (two) days prior to the start of the course. In the event a course is canceled, a full refund will be given. If you must cancel your registration, you will receive a full refund if it is canceled 5 (five) business days prior to the start date of the program or course. After this date there will be no refunds.

Ed2Go

Through a partnership with Ed2Go, Workforce Development offers a wide variety of continuing education courses and programs online on an ongoing basis. Although these courses are non-credit, renewal units and certifications may be available. Please go to the following links for additional information:

https://www.ed2go.com/dcc/
https://careertraining.ed2go.com/dcc/

Adult Education

The Adult Career and Education Center offers a no cost and flexible program that supports adult learners with varied needs as they:

- Attain their High School Equivalency Diploma (HiSET)
- Transition to college, technical programs or apprenticeship programs
- Career coaching

The program receives grant funding and is supported under the Adult Education Family Literacy Act. Eligible participants must be 16 years of age or older. For more information, contact the Adult Career and Education Center at (406) 377-9448 or email abe@dawson.edu.

High School Equivalency (HiSET)

DCC 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 be a Montana resident.

- Additional information and requirements are available at this website: https://hiset.org/

Note: DCC only offers computer based testing. There is a $15 proctor fee to take the HiSET exam.

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

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.

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 Interim Academic Assessment Coordinator/ADA Coordinator. 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 disability as soon as possible. The Interim Academic Assessment Coordinator/ADA Coordinator will assist in this process.
- Requests for accommodations will be evaluated on an individual basis.

If you believe that you have been discriminated against based on disability and/or need a reasonable accommodation contact:

- Gina Roos
  Academic Assessment Coordinator/ADA Coordinator
  Dawson Community College
  300 College Drive
  Glendive, MT 59330
  Phone: (406) 377-5302
  Email: groos@dawson.edu
- Montana Human Rights Commission at (406) 444-2884 or 1-800-542-0807, TTD (406) 444-0532.

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 (Freshman or Sophomore)
- 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.
- As an employee or student, if you filed a complaint with the DCC officials and believe the College's response was inadequate, or otherwise believe you have been discriminated against by the College on the basis of race, color, national origin, sex, including sexual harassment, disability, age, or retaliation, you may file a complaint with the Office for Civil Rights (OCR) of the U.S. Department of Education based in Seattle or the Educational Opportunities Section (EOS) of the Civil Rights Division of the U.S. Justice Department of Justice, and a complaint based on religion with EOS of the U.S. Justice Department.

Contact information for the Office for Civil Rights is as follows:

U.S. Department of Education Office for Civil Rights Seattle Office
915 Second Avenue, Room 3310
Seattle, WA 98174-1099
OCR.Seattle@ed.gov
Voice: 206-607-1600
Fax: 206-607-1601
TDD: 206-607-1647
https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Or:

Montana Human Rights Commission. Contact Information is as follows:

Montana Human Rights Commission
1625 11th Ave.
PO Box 1728
Helena, MT 59624-1728
Voice: 1-406-444-2884
Toll free: 1-800-542-0807
http://erd.dli.mt.gov/human-rights/human-rights-commissionFamily Policy Compliance Office

Training

To educate staff and faculty on the importance of non-discrimination and the prevention of sexual harassment in the work environment and classroom, the college requires all employees (faculty, administrators, and staff members) to:

- Complete discrimination and harassment prevention training annually
- Complete Title IX/VAWA on-line training annually
- Complete FERPA on-line training annually
- Complete General CSA and VAWA training annually.

New employees must complete the training within 45 days of employment. Temporary employees and student employees are required to complete the training program only at the discretion of the Human Resources and/or in conjunction with the department of hire.

Supervisors shall support the employee in providing a reasonable amount of work time for the employee to complete the training program. Training programs can be selected from resources such as online programs, presentations or self-study options as determined and pre-approved by the responsible college officials.

The College requires primary prevention, risk reduction and awareness training programs for all incoming students and new employees concerning sexual misconduct, domestic violence and stalking. The College shall maintain ongoing primary prevention, risk reduction, and awareness campaigns concerning sexual misconduct, domestic violence, and stalking for students and employees.

Institutional Learning Outcomes

Every student who graduates from Dawson Community College with an Associate's Degree (AA, AS, AAS) or Certificate of Applied Science (CAS) will be able to demonstrate knowledge attainment in four general education core areas that are integrated into every Associate's Degree and CAS program: Critical Thinking, Effective Communication, Mathematical Proficiency, and Information Literacy. DCC provides students with opportunities to successfully complete courses that incorporate these Institutional Learning Outcomes (ILOs) to prepare them for successful transfer and/or to enter the workforce.

Critical Thinking is the objective analysis and evaluation of a topic in order to form a judgment and/or creatively solve a problem. Students will be able to synthesize, and apply critical thinking to meet academic requirements, make decisions, and/or solve problems.

Effective Communication (written, oral, or visual) demonstrates cultural awareness and disseminates information to a variety of audiences. Students will be able to communicate in a variety of academic and professional contexts.

Mathematical Proficiency is the ability to reason about and solve real world problems using appropriate computational and analytical skills, as well as, create and critically evaluate arguments supported by quantitative evidence. Students will be able to find reasonable answers to real world problems using appropriate mathematical skills.

Information Literacy is the ability to identify, evaluate, and apply information within a field of study. Students will be able to use reliable, scholarly resources to support their studies.

Program Learning Outcomes

Due to the general education requirements of a transfer degree, students earning an AA or AS degree will also be able to demonstrate knowledge attainment in the areas of Scientific Proficiency and Cultural Competency. DCC provides students with opportunities to successfully complete courses that incorporate these transfer Program Learning Outcomes (PLOs) to prepare them for successful transfer to a Bachelor's level program at a four-year institution.

Scientific Proficiency is the ability to use a body of knowledge and the scientific method to explain the natural world, identify questions, and draw evidence-based conclusions. Students will be able to participate in scientific practices and discourse in order to generate, evaluate, and interpret scientific evidence and explanations of the natural world.

Cultural Competence is a set of cognitive, affective, and behavioral skill and characteristics that support effective and appropriate interaction in a variety of contexts. Students will be able to understand and appreciate various belief systems and their significance in shaping culture's values and norms.

Human Relations is the study of interpersonal dynamics and problems in organizations and workplace settings. Students will be able to communicate and interact with others in order to build strong group and individual relationships.

Due to the career-technical focus of applied science programs, students earning a CAS or AAS will also be able to demonstrate knowledge attainment in the areas of Human Relations and Program Specific Proficiencies. DCC provides students with opportunities to successfully complete courses that incorporate these career-technical Program Learning Outcomes (PLOs) to prepare them for direct entrance into the workforce.

Program-Specific Proficiencies are directly related to the major skillset or body of knowledge covered in each applied science program. The number of program-specific proficiencies can vary from one program to another. Students earning an AAS or CAS will be able to demonstrate workforce-ready proficiency in the skillset or body of knowledge specific to their program.

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 Director of Academic Affairs, in writing.
- The instructor may withdraw the student from the class, with concurrence of the Director of Academic 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 Director of Academic 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 Director of Academic Affairs, 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 Director of Academic Affairs. 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 Director of Academic Affairs 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 Director of Academic 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.

Credit Policy

Semester Units of Credit: College work at DCC is measured in terms of semester credits. In determining a semester hour, evaluator use the following guidelines: 1) One semester credit hour for each 15 hours of classroom contact plus 30 hours of outside preparation or the equivalent. 2) One semester credit hour for each 30 hours of laboratory work plus necessary outside preparation or its equivalent, normally expected to be 15 hours. 3) One semester credit hour for not less than 45 hours of shop instruction (contact hours) or the equivalent. These weekly guidelines are for a 15-week semester (e.g., a three-credit lecture class would meet for 45 lecture hours during the semester). The guidelines utilized are commonly referred to as Carnegie Units. Weekly instructional time is adjusted whenever the semester length does not cover a full 15-week period of time.

Classification of Students

Students who are registered for 12 or more credits per semester are classified as full-time students. Students taking 11 or fewer credit hours during a semester are defined as part-time students. Students receiving financial aid must check with the Financial Aid Office regarding the number of hours that count toward full- and part-time status in the summer semester.

Students are encouraged to consider their workload, family responsibilities, community commitments, and other demands on their time as they plan and discuss course load with their academic advisor

- Freshman: Students having fewer than 30 credits;
- Sophomore: Students having earned 30 or more credits.

Credit Load Recommendation

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.

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 Director of Academic Affairs 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

Online course 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.

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

Program Modalities

- Face-to-Face (F2F) Program: Any academic degree or certificate program in which students are require to meet with the instructor at regularly scheduled times and in specified physical locations. Instruction is delivered in person synchronously and may incorporate online technology, content and requirements outside of the physical classroom.
- Fully Online Program: Any academic degree or certificate program in which all of the required coursework can be completed through online delivery via the campus' Learning Management System (LMS).
- Remote Program: Any academic degree or certificate program in which all of the instruction can be delivered via synchronous video conferencing delivery or a combination of both synchronous video conferencing and asynchronous online delivery.
- Online with Limited On-site Program: Any academic degree or certificate program in which 80% or more of the required instruction (but not all) can be completed via online and/or video conferencing delivery. Instruction not provided via online and/or video conferencing must require only concentrated, short-term, on-site experiences and/or internship, clinical, or practicum experiences that may be completed near a student's location.

Course Modalities

- Face-to-Face (F2F) delivery is a course designed for fully in-person synchronous attendance, with at least 80% (or more) of the scheduled course time occurring within the physical classroom. Coursework and resources may also be completed/available via the campus' LMS.
- Online delivery requires that 100% of the course is offered completely asynchronously online, with no face-to-face interaction between instructors and students required.

- Synchronous Remote delivery is a course section offered through scheduled (synchronous) video conferencing. A course delivered through synchronous remote delivery may have a F2F classroom location where students may choose to attend.
- Blended delivery is a course delivered partially online in an asynchronous format and partially through face-to-face (F2F) interaction, typically in the classroom. Both online and F2F interactions are required for the course with 20-80% of the courses' instruction offered online This delivery is characterized by the expectation of reduced F2F class meeting time when compared to the equivalent credit classroom course.
- Limited On-Site delivery is a course in which 80% or more of the required instruction (but not all) can be completed via online delivery. Instruction not provided through online delivery must require only concentrated, short-term, on-site experiences and/or internship, clinical, or practicum experiences that may be completed near a students' location.
- Hybrid-Flexible or Hyflex delivery is a course where students may choose to attend either in an assigned face-to-face environment or in an asynchronous online environment (remote synchronous may also be available). In-class meetings will be regularly scheduled, with a minimum of 50% of the weekly contact hours required for a face-to-face course.

Credit for Prior Learning

Learning occurs throughout a person's life and work experiences. To recognize college-level learning students achieve outside of formal higher education, DCC relies on the following policies and procedures to ensure that Credit for Prior Learning (CPL) practices are consistent with academic integrity and responsive to lifelong learners.

The term "credit for prior learning" (CPL) refers to all of the processes DCC uses to review, evaluate, and award academic credit based upon evidence of learning in accordance with academic and administrative standards. CPL is awarded for demonstrated proficiency of college-level learning. This entails systematic evaluation of the knowledge, skills, and competencies students have obtained as a result of their learning experiences outside of higher education.

In order to apply for and receive CPL, the student must be an active DCC certificate or degree-seeking student. 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 the Request for Evaluation of Prior Learning 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 Director of Academic Affairs. The Director of Academic 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 the request form has been submitted. Approved credits will be posted on a student's transcript as transfer credits with a grade of (TS) and denoted as credit for experiential learning.

Credit validation for prior learning outside of standardized testing can be obtained through American Council on Education (ACE and National College Credit Recommendation Service (NCCRS).

CPL Award

1. Various assessment methods exist to measure the student's ability to demonstrate proficiency in learning outcomes associated with existing courses.
2. CPL will only be awarded for courses that are directly applicable to program requirements in the student's declared certificate or degree as specified in college publications and is consistent with other institutional policies.
3. Students will still be required to meet the minimum graduation requirements for any certificate or degree. CPL credits earned considered transfer credit. Students may earn up to 25% of their required program hours through any combination of CPL methods. Students can speak with a school advisor to discuss requirements for a specific program.

Financial Aid

Financial aid does not cover the costs of CPL, however; financial aid may be affected by credit hours awarded through CPL methods. Credit hours awarded through CPL methods count toward the total earned hours that a student has acquired and the 150% rule. Students should consult with a financial aid advisor to determine how credits earned through CPL may affect them prior to requesting any CPL.

Application of CPL Award

Credits awarded through CPL will be applied to program requirements in the following ways:

1. CPL credits are applied to degree or program requirements in the same manner as other credits earned at DCC.
2. DCC awards credit for prior learning only for courses or programs for which there are active DCC catalog listings.
3. DCC will assign the appropriate DCC course title(s) and number(s) to the credit(s) awarded. A grade of TS (transfer credit) will be assigned for all assessment methods, will be utilized and will not affect a student's GPA. Traditional letter grades are not assigned for CPL award

Transferability

CPL is granted for the purpose of satisfying DCC graduation requirements. These credits may not be accepted at other colleges and universities. Students are responsible for contacting the institution to which they intend to transfer to determine that institution's policy on accepting CPL awarded at DCC.

DCC reserves the right to evaluate, apply, or deny CPL awarded at another institution. CPL, or PLA (prior learning assessment), awarded at another institution is evaluated on a case-by-case basis. Students should contact the academic school from which they are seeking credit.

Standards for Assessing Prior Learning and Awarding Credit

DCC's CPL Program adheres to the Ten Standards for Assessing Learning from the Council of Adult and Experiential Learning (CAEL). As a result of extensive research, colleges and universities around the nation recognize these standards as best practices for assessing adult learning.

1. Credit or competencies are awarded only for evidence of learning, not for experience or time spent.
2. Assessment is integral to learning because it leads to and enables future learning.
3. Assessment is based on criteria for outcomes that are clearly articulated and shared among constituencies.
4. The determination of credit awards and competence levels are made by appropriate subject matter and credentialing experts.
5. Assessment advances the broader purpose of equity and access for diverse individuals and groups.
6. Institutions proactively provide guidance and support for learners' full engagement in the assessment process.
7. Assessment policies and procedures are the result of inclusive deliberation and are shared with all constituencies.
8. Fees charged for assessment are based on the services performed in the process rather than the credit awarded.
9. All practitioners involved in the assessment process pursue and receive adequate training and continuing professional development for the functions they perform.
10. Assessment programs are regularly monitored, evaluated, and revised, to respond to institutional and learner needs.

Standardized Exams

Earn college credit toward your degree or certificate for earning a passing score on a standardized exams. DCC awards transfer credit for the following standardized exams. As with any transfer credit, other institutions reserve the right to refuse to apply transfer credit toward graduation/program requirements. Students intending to transfer to another Higher Education institution are strongly encouraged to contact that institution to determine if transfer credit for standardized exams and exam scores will be accepted toward that institution's graduation/program requirements. Standardized exams may not be used to replace a course previously taken.

- **Advanced Placement (AP):** Students may earn credit from passing Advanced Placement (AP) exams. Earned AP credit will be treated as transfer credit and show up as a grade of "TS" on the student's transcript 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. Students should have their AP scores sent directly to the Dawson Community College, Registrar's Office, 300 College Drive, Glendive, MT 59330.

- **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. Earned CLEP credit will be treated as transfer credit and show up as a grade of "TS" on the student's transcript when the student has completed a minimum of 12 DCC credits. Credits earned through CLEP apply toward graduation requirements. Students should consult with the Admissions Office for information concerning registration, cost, administration, and standards.

- **DSST (DANTES Subject Standardized Tests)** Students may earn credit for successfully passing DSST Exams. Students that meet DCC CPL requirements and provide proof of a passing score will be granted course credit for

those courses. A minimum score of 400 is required to receive credit. Credit will only be awarded for DSST exams taken since 2008. Passing DSST scores are accepted for up to 10 years. DSST exams taken prior to 2008 will not be accepted. To receive credit for a DSST exam that you have already taken, please visit the DSST website and select the appropriate transcript request form. Have your transcript sent directly to the Dawson Community College, Registrar's Office, 300 College Drive, Glendive, MT 59330.

- **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 'TS' 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 maybe 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 or (406) 377-9404.

Military Service: Military Service credit can be earned based on learning obtained through course completed and military occupations held during active duty. Articulation of credits is provided through a Joint Service Transcript (JST).

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 Director of Academic Affairs. General education core requirements cannot be waived. In no instance will college credit be given for a waiver. Forms are available in the Director of Academic Affairs Office.

Credit for Industry Credentials or Licensure: Earn credit towards your degree or certificate with a current, verifiable industry certification or licensure. Academic credit is awarded to students with current licenses and certificates who are working toward a degree or certificate within the same field, or a related field, to which they currently obtain a license or certificate.

To submit your request for credit, simply present the completed Request for Evaluation of Prior Learning form and all requested documentation to the Director of Academic Affairs.

Workforce or Professional Development: Documentation submitted by the student for accomplishments on the job, through volunteer work, training, workshops and/or 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.

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.

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.

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 Application for Admission for Non-Degree Students. 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. Adding classes to your schedule must be completed within the period 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 adding classes, please contact Registrar at registrar@dawson.edu or call (406) 377-9404.

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.

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. Any requests turned in after the last day to withdraw will not be accepted. A "W" grade has no grade point average (GPA) value and will not change the student's previous cumulative GPA.

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.

Academic Forgiveness

Academic Forgiveness allows a student who has met certain criteria to select a prior semester(s) to be excluded from the GPA calculation. The semester(s) chosen must have occurred prior to the students return to DCC.

- Returns to DCC after a minimum absence of three years and completes 12 credits with at least a GPA of 2.5
- Receiving Academic Forgiveness for a semester(s) results in all credits and grades earned in the semester to be excluded from the student's GPA calculation. A student will not be allowed to select specific grades and credits to retain while excluding others earned within the same semester. The excluded courses and grades will remain on the transcript/ however, they may not be used to fulfill any DCC requirements.
- Only DCC grades and credits will be excluded
- A student will be granted Academic Forgiveness only one time.
- All excluded courses are still counted as attempted courses in determining if a student is meeting satisfactory academic progress (SAP) for financial aid. If the terms being forgiven include courses a student previously passed the result could be that the student would now be out of compliance with the SAP policy and would have to do a financial aid appeal to have aid eligibility reinstated.
- Students wishing to apply for Academic Forgiveness will contact the Registrar's Office for the appropriate form.

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
A –	3.7

B +	3.3
B	3.0
B –	2.7
C +	2.3
C	2.0
C –	1.7
D +	1.3
D	1.0
D –	0.7
F	Failure to Meet Course Standards
W	Withdrawal (given pursuant to drop/add policy)
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.

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.

Minimum Course Grades: All degree and certificate programs at DCC must meet minimum course grade requirements as determined by the Montana Board of Regents policy 301.5.3:

All students in the Montana University System and the community colleges must earn the following minimum grades in order to demonstrate their competency and preparation:

• “D-” or better in all classes that are used to satisfy free elective credits in an associate degree program;
• “C-” or better in all classes that are used to satisfy a general education program.
• “C-” or better in all classes that are used to satisfy the pre-requisites or required courses in a major, option, or certificate.

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 Director of Academic Affairs.

All F-1 students are required by U.S. regulations to maintain good academic standing. To be considered in good academic standing at DCC, you need to maintain a minimum grade point average (GPA) of 2.0 or higher. Failure to maintain good academic standing will result in revocation of the I-20. International student who are out of status for more than 180 days will be banned from returning to the U.S. for at least three (3) years. Contact the Primary Designated School Official (PDSO) with any questions or concerns. Registrar/PDSO (406) 377-9404.

Incidents may arise between a teacher and student in respect to grading. The student should make every effort to resolve the problem on an informal basis by speaking to the instructor. If after discussing the issue with the instructor, the student feels there is evidence to support their belief that the grade awarded was incorrect, the student has thirty (30) calendar days from the official posting of the grade by the Registrar to file a grade appeal.

Procedures for Final Grade Appeal

Students wishing to appeal their final grade must contact the Director of Academic Affairs or Academic Coordinator.

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 Director of Academic Affairs must sign this form.

In all cases, an "I" is given at the discretion of the instructor with the concurrence of the Director of Academic 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 Director of Academic 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 Grade" form, which is provided by the Registrar. The form must be completed and signed by the student and instructor and approved by the Director of Academic Affairs. The form must be turned in to 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".

Repeating Courses

Students are permitted to re-take any course. Credits and grade points for the first grade will be deleted from the cumulative GPA calculation, while the original letter grade will remain on the transcript and the repeat noted. Repeated courses are denoted on a student's transcript with the use of "E" Excluded for the first attempt and "I" Include for the second attempt. The course information will be listed in the usual manner the second time it appears on the transcript. Generally, the course should be repeated in the first semester that it is subsequently offered. However, it may be repeated any time prior to graduation. No matter which grade is higher, the most recent grade counts in figuring the cumulative grade point average. Only the most recent grade and credits earned for a course will count toward graduation requirements. A second course repeat may replace a grade only with permission of the Director of Academic Affairs.

Students receiving financial aid should check with the Financial Aid Office before repeating a course. Repetition of coursework for which credit has been granted may jeopardize financial aid eligibility. It is the student's responsibility to understand the consequences of repeating courses on their own financial aid situation.

Scholastic Honors

Dean's List (Honor Roll)
To qualify for the Dean's List, a student must be enrolled in 12 semester credits and earn a grade average (GPA) of 3.50 to 4.0. Graduation honors: Cum Laude – 3.5-3.74, Magna Cum Laude – 3.75-3.99, Suma Cum Laude – 4.0

Graduation

Students who are eligible for degrees or certificates must file an application in the Registrar's Office the semester preceding the semester in which they expect to graduate.

Graduation Requirements:

- Accumulative GPA of 2.00
- A minimum grade of a C- is required in all Core, concentration and/or required program/certificate classes
- Transfer students must successfully complete (C- or better) at least 1/3 of their degree/certificate 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 with a cumulative institutional GPA will graduate from DCC with Honors. Graduation honors are as follows: Cum Laude – 3.5-3.74, Magna Cum Laude – 3.75-3.99, Suma Cum Laude – 4.0

Information Related to Graduation:

- **Planned Graduation Date** A student planning to earn an associate degree from Dawson Community College must file an application for candidacy for the degree with the Registrar's Office no later than the end of the term before completion of all degree requirements. Students planning on earning two or more degrees must complete a graduation application form for each degree and pay all applicable fees. All requirements for a degree must be

Graduation Application Deadlines	
➢ End of Spring Term	Last day of previous Fall Term
➢ End of Fall Term	Last day of previous Summer Term
➢ End of Summer Term	Last day of previous Spring Term

  completed on/by the student's intended graduation date.

- **Catalog Governing Graduation** Each student must select an effective catalog year for graduation purposes according to the limitation outlined in the Catalog Governing Gradation section of that catalog. All general education, professional, major, concentration, and all integrative and general elective courses requirements as indicated in the chose catalog must be successfully and satisfactorily completed. All requirements for each degree must be completed and all work for all required classes must be completed and final grades submitted before the degree/degrees will be awarded. All Incompletes must be made up, final grade received and recorded by the end of the semester/term for which application is made. The selected catalog may not be more than five (5) years old at the time of graduation.

  In addition to successfully completing all course requirements (including pre-requisite courses) for a (first or subsequent) degree or a prescribed program of study, students must satisfy the following general requirements for graduation or program completion.

- **Students are responsible** for making informed enrollment decisions and for knowledge of college policies and procedures governing admission, registration, enrollment, financial aid, graduation and student conduct. While every effort is made by the College to provide accurate information, students should **not** rely on oral representations made by college faculty or staff that are not in accordance with official policy or procedure. Current college publications (catalog, class schedules, college we pages, student handbook, for example) are official sources of information on all matters related to enrollment and graduation.
- **Academic Standing** – candidates for graduation must be in "good" academic standing. Students must have a cumulative GPA of a 2.0 or higher.
- **Admissions File must be complete** – student admissions file must be complete for graduation to occur; failure to provide all necessary admissions information on a timely basis will result in graduation delays and additional fees/costs.
- **Computer Competency** – all students planning to graduate from Dawson Community College must demonstrate computer competency. Students demonstrate computer competency by successfully completing (a grade of C- or better) Basic MS Office (CAPP131) or equivalent.
- **Course Repeats** – must be brought to the Registrar's Office **before** graduation occurs so that a student's GPA can be recalculated to accurately reflect academic standing upon graduation. Review the catalog definition for 'repeating" a course, failure to provide this information on a timely basis may result in graduation date extensions, lower academic standing and additional costs/fees.
- **Course Requirements** – graduation or program completion cannot take place until all courses required for a specific degree or program (including courses required for general education, major, concentration, prescribed, integrative or free electives professional courses and degree capstone coursework, internships, etc.) are completed satisfactorily/successfully and grades have been posted to the student's academic record.
- **Credits Hour Requirements** – students must satisfy minimum credit hour requirements for all parts/segments of the degree/program they are pursuing (consult effective catalog for specific requirements). Associate degrees require successful completion of at least 60 semester credits. All credits applied to a degree or program of study at Dawson

Community College must meet Montana University System requirements for transfer acceptance and applicability and must meet minimum MUS and DCC grade and level requirements.

- **Deadlines** – students who intend to participate in the commencement ceremony must meet established deadlines for the graduation application. All requirements must be completed on/by the student's intended graduation date (students specify this on their Graduation Application). Failure to complete all requirements or provide pertinent documentation on a timely basis will result in graduation date extensions and additional costs/fees.
- **Education Goals** – student should determine their education goals (degree, major, concentration, etc.) at the earliest possible date and convey that information to their advisor. Changes should also be communicated (use the Academic Change Form) as soon as possible. Student who switch to a new program of study are required to move to the most recent catalog in print.
- **Effective Catalog** – students must adopt and follow a catalog that will be their "Effective Catalog". Students can follow any catalog published since their initial enrollment provided: 1) the elected catalog is not more than five (5) years old at the time of graduation, 2) the student has been continuously enrolled at DCC (excluding summer terms), and 3) the student has not changed their degree or program.
- **Grade Changes** – class standing (rank, honor, etc.) is based upon GPA calculations made at the time of graduation, grade changes made after graduation occurs **will not** result in recalculation of an individual's GPA for purposes of changing that individual's class standing.
- **Grade Point Average (GPA) Requirements** – students must satisfy minimum institution and degree/program-specific GPA requirements.
- **Grades** – students must satisfy all minimum MUS and DCC grade requirements for degree-specific courses: Pass/Fail grades course limitations – no more than 25% (1/4) of the program credits can be pass/fail graded. No pass/fail graded course credits can be applied to meeting degree/program-specific course requirements with the following exceptions: capstone, internships, and approved CPL (credit for prior learning) credits. Incompletes (grades on academic record) – students must clear any/all "incompletes" (I) from their DCC academic record before graduation can occur.
- **Minimum Grades** – students are required to meet course degree requirements outlined in the effective catalog adopted. Effective at the start of Fall semester 2005, the minimum grade needed to satisfy general education and/or degree/program requirements is a "C-" unless higher minimum grades are specified within program descriptions or in catalog course descriptions. This policy is in effect for all new students entering the MUS for the first time and for former/previous MUS students readmitted to DCC starting Fall semester 2005.
- **Graduation Application Form** – must be properly completed (including approvals of appropriate officials, graduation fess paid, etc.) and submitted within appropriate deadlines for such action. Failure to provide this information on a timely basis will result in graduation date extensions. Incomplete or improperly completed forms will be rejected/returned.
- **Indebtedness** to the College must be cleared before graduation can occur; failure to clear one's financial account at DCC on a timely basis will result in graduation date extensions.
- **Non-traditional Course/Credit Limitations** – no more than 25% (1/4) semester credits of successfully completed non-traditional coursework (CLEP, AP, IB, Military credits, Challenge course credits, etc.) may be applied to any degree at DCC. Non-elective use of non-traditional course credits to degree requirements must be approved/documented via the Substitution/Waiver form process.
- **Pre-requisites** – students must successfully complete all pre-requisite courses and restrictions that may be required for a specific degree or program.
- **Printed/published Requirements Used/Followed** – students should **not** rely on oral representation made by college personnel (faculty or staff) that contradicts official requirements or policies printed in college publications, i.e., graduation audits are based upon requirements printed in the applicable effective catalog.
- **Residency Requirements** – all candidates for graduation or program completion must successfully complete minimum DCC residency requirements (for purposes of this requirement, "residency" means 'enrolled at Dawson Community College'; "resident credits" are successfully completed DCC course credits):

- Associate degree (first) residency requirements:
  - Complete a minimum of 1/3 of the degree/certificate (general education or advisor approved) course credits.
- Second Associate degree residency requirements:
  - Must complete all course requirements for the second associate degree
  - Complete an additional fifteen (15) credits above the minimum total credit required for the first associate degree.
  - All 15 credits for the second associate degree must be completed in residence.
  - General Education courses used to satisfy requirements for the first associate degree may be used to satisfy general education requirements for the second associate degree.

- **Substitutions** – replacing a required course with another course to satisfy a degree or program requirement; course substitutions must be properly approved and submitted on a timely basis (substitution/waiver form).

- **Waivers** – waivers of degree/program requirements must be properly approved and submitted on a timely basis. Course waivers do not provide credits applicable to a degree or program; "waiving" a degree or program requirement means that the student receiving the waiver is not responsible for completing that particular requirement. However, total credit requirements for the degree/program must be completed in spite of any applicable waiver that may be approved (substitution/waiver form).

All degree or program requirements must be completed before graduation can occur. Failure to complete requirements or failure to provide appropriate documentation on a timely basis may result in graduation date extensions and additional costs/fee.

Academic Probation/Suspension

A student whose grade point average is 1.75 or below in any given semester will be placed on academic probation. If that student's GPA remains below 2.00 after the following semester, the student will be placed in academic suspension status and will not be able to enroll in courses the following semester. At the discretion of the Director of Academic Affairs, an exception may be made if the student earned a semester GPA of 2.00 or better without raising their cumulative GPA to 2.00. In this case, the student would remain in academic probation status. To enroll in a subsequent semester, a student placed on academic suspension must follow DCC's procedure requiring them to complete an Academic Success Plan.

In order to continue their studies at DCC, an academically suspended student will be required to work with their advisor to complete an Academic Success Plan (available from the Registrar's office). The plan is designed to help students explore the reasons for poor performance in the past, and help them develop strategies to address the identified issues. Upon completion of the Academic Success Plan, the probationary or suspended student must meet with the Director of Academic Affairs to discuss their plan and have it approved. A student whose plan is denied may appeal the denial in writing to the resident within ten days of receiving the notice of denial. The decision to deny a success plan will not be reversed unless there is evidence the decision was made arbitrarily.

Please note that academic reinstatement does not reinstate financial aid. That is a separate process that must completed through the Financial Aid office.

DCC's Academic Probation, Suspension, and Reinstatement policy aligns with Montana Board of Regents policy 301.9.

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. Requests can be made through the National Student Clearinghouse at the following link https://tsorder.studentclearinghouse.org/school/select

Veterans

Any student receiving benefits from the Veterans Administration will be counseled by the School Certifying Official (SCO) about benefits, credit load, withdrawal procedures, remedial and tutorial assistance, and their own responsibilities in these matters.

Contact:
Stefanie Meek
Veteran's Coordinator/School Certifying Official
Dawson Community College
300 College Drive

Glendive, MT 59330
Phone: (406) 377-9409
Email: smeek@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. The Education Benefit Certification Request Form must be completed in full every semester in order for your education benefits to be certified through the VA.

Veterans Benefits and Transition Act of 2018 (Section 103)

DCC complies with Section 103 of the Veterans Benefits and Transition Act of 2018. DCC will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or require Chapter 31 or Chapter 33 recipients to borrow additional funds to meet their financial obligations to the institution due to the delayed disbursement of payment by the U.S. Department of Veteran Affairs. DCC will not collect payment from a student for tuition and fees while awaiting payment from the Department of Veteran Affairs within a 90-day period.

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%

Academic Programs

Campus Requirements (non-core)

- COLS101 First Year Seminar 2cr
- Computer Applications course (CAPP131/DDSN114) 3cr

Montana University System Transfer Pathways

https://mus.edu/Qtools/CCN/transfer-pathways.html

General Education and MUS Transferable Core

Montana Board of Regents of Higher Education Transfer Policy (BOR 301.10)

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

To ensure adequate student preparation for transfer, campuses will exclude any courses from their general education program that are remedial or developmental in nature. Examples would include Introductory or intermediate algebra, reading improvement, vocabulary building, and so on.

The Montana board of regents has adopted four (4) important procedures to implement the intent of this policy. Those procedures are set out below

- **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 approved general education program at each of the campuses can be found at http://mus.edu/transfer/genedbycampus.asp.
- **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:
    1. 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 that student cannot be required to take additional general education courses at the lower division level.
    2. If that student has completed fewer than 20 MUS core credits, that student will be required to complete the approved general education program at the campus to which he/she transfers. All general education transfer credits that are part of the MUS core will be reviewed for possible application in the approved general education program at the campus.
    3. If that student has completed 20 or more MUS core credits, that student may choose to complete either the MUS core or the approved general education program at the campus to which he/she transfers. The student should make that decision in consultation with a faculty advisor.
    4. 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.
    5. The MUS core is set out as Appendix 1 of this policy.
    6. 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. Those guidelines are entitled Operational Rules for the Montana University System Core.
- **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:
    1. A student who completes postsecondary coursework outside of the MUS;

2. 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 sections II. 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.

- **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

Common Course Numbering (BOR 301.5.5)

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 continue to be renumbered as of the publication of this catalog. Information regarding Common Corse Numbering at DCC is available at https://ccn.mus.edu/search/

Operational Rules for the Montana University System Core

Operational Rule 1 - In order to satisfy the Montana University System (MUS) Core, students must successfully complete at least one course that includes significant content related to the cultural heritage of American Indians. It could be a course in the cultural diversity category, or it could also be a course in any other category, as long as it has the appropriate content.

Operational Rule 2 - In order to successfully complete the Montana University System Core, students must earn the minimum number of credits in each of the six (6) categories of coursework. Students can only use credit-bearing competency tests or coursework to satisfy the MUS core.

Operational Rule 3 - Coursework can only be used once to satisfy the requirements of the MUS Core. It cannot be "double counted" to satisfy the requirements of more than one category.

Operational Rule 4 - In order to satisfy the requirements of the Communications area, students must successfully complete a combination of courses that includes significant content in both written and oral communications.

Operational Rule 5. Students must satisfy the "minimum grade" requirements established by Board of Regents' Policy 301.5.3, along with any exceptions to that policy that may have been established by their program of study. Information about those exceptions may be found at: http://mus.edu/transfer/highermingrades.asp

Operational Rule 6. Transfer students should remember that completion of the MUS Core means that they have satisfied the general education requirements at the 100 and 200- level when they move to their new campus. They will not be required to complete additional general education classes at the lower division course level. If their new campus has general education requirements at the 300 and 400-level, however, transfer students will be expected to satisfy those requirements, according to Board of Regents' Policy 301.10 concerning general education transfer. The most common example is an upper division writing requirement on some of the campuses.

Please note: As students work on the Montana University System general education core, they should attempt to select classes that are also required in their major. That efficient use of coursework could help students complete their degree more quickly, since the classes could be used to satisfy both the requirements of the major and the requirements of the MUS General Education Core.

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.

This policy assures the transfer of up to **30 lower-division semester credits** for those students enrolled in courses approved within each of the following six areas:

- Communication (6 credits)
  - Written Communication– MUS core requirement
  - Oral Communication – MUS core requirement
- Fine Arts/Humanities (6 credits)
- Social Sciences/History (6 credits)
- Natural Sciences (7 credits – at least one must be a lab component)
- Mathematics (3 credits)
- Cultural Diversity (3 credits)

Note: Students may be required to take additional coursework at the upper division level that is part of an approved general education program at the receiving campus.

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.

Communication

Written Communication: Written Communication is essential in today's information age: a necessity in all academic areas, as well as a means to empower students in their career, social, and civic responsibilities. Courses that satisfy the written communication requirement of the MUS CORE will focus on rhetorical knowledge, knowledge of conventions, and critical thinking, reading, research and writing process skills. Composition, Journalism, Business Writing and Technical Writing generally satisfy the written communications component.

Written Communication core courses will:

- Facilitate competence in the use of the conventions of language and forms of discourse, including; sentence structure, mechanics, organization, and spelling;
- Demonstrate multiple, flexible strategies for writing, particularly inventing, drafting, copyediting;
- Facilitate research as a process of gathering, assessing, interpreting, and using data from multiple sources to compose texts;

- Demonstrate a variety of technologies to facilitate research and drafting.

Upon completion of the Written Communication core, students will be able to:

- Use writing as a means to engage in critical inquiry by exploring ideas, challenging assumptions, and reflecting on and applying the writing process;
- Formulate and support assertions with evidence appropriate to the issues, positions taken, and audiences;
- Use documentation appropriately and demonstrate an understanding of the logic of citation systems;
- Give and receive feedback on written texts;
- Read texts thoughtfully, analytically, and critically in preparation for writing tasks.

Oral Communication: Study in oral communication helps students rationally and systematically cope with the diverse listening, speaking, and presenting opportunities they will encounter in their lives. Courses that satisfy the oral communication requirement of the MUS CORE will focus on listening, speaking, interpersonal, and/or media skills. Public speaking, interpersonal communications and broadcast media may satisfy the oral communications component.
Oral Communications core courses will:

- Enable an individual to speak with clarity, accuracy, and fluency in a variety of public contexts;
- Facilitate competence in the use of the conventions of language and forms of discourse, including sentence structure, mechanics, organization, and spelling;
- Facilitate research as a process of gathering, assessing, interpreting, and using data from multiple sources to express ideas orally;
- Demonstrate a variety of technologies to facilitate research and drafting.

Upon completion of the Oral Communications core, students will be able to:

- Use oral communication as a means to engage in critical inquiry by exploring ideas, challenging assumptions, and reflecting on and applying the oral communications process;
- Demonstrate multiple flexible strategies for inventing, drafting, and editing oral presentations;
- Deliver thoughtful oral presentations with clarity, accuracy and fluency;
- Listen actively in a variety of situations and speak effectively about their ideas;
- Adapt content and mode of presentation to fit a given audience and medium;
- Give and receive feedback on oral presentations.

Select courses from the following: (Total of 6 credits) Note: MUS core requirement – three (3) credits must be in written communication; three (3) credits must be in oral communication.

Communications Core offered by DCC:
Required:

- WRIT101 College Writing I 3cr

Select one course from the following:

- AGED140 Leadership Development for Ag 3cr
- CRWR240 Creative Writing Workshop 3cr
- COMX111 Intro to Public Speaking 3cr
- COMX115 Intro Interpersonal Comm 3cr
- COMX220 Intro to Organizational Comm 3cr
- WRIT122 Intro to Business Writing 3cr
- WRIT201 College Writing II 3cr

Additional Communications Core offered through the Montana University System:

- AVMT210 Aircraft Navigation Systems I
- BGEN194 Seminar
- COMX140 Intro to Visual Rhetoric
- COMX202 Nonverbal Communication
- COMX211 Advanced Public Speaking
- COMX217 Oral Interpretation
- COMX219 Survey of Children's Communication
- COMX220 Intro to Organizational Communication
- COMX230 Presenting Technical Information
- COMX240 Intro to Rhetorical Theory
- COMX250 Intro to Public Relations
- HONR201 Texts/Critics:Knowledge/Imagination I
- WRIT121 Intro to Technical Writing
- WRIT202 College Writing III
- WRIT220 Business & Professional Writing
- WRIT221 Intermediate Tech Writing

Fine Arts and Humanities (two different disciplines must be represented): **(Total of 6 credits)**

The Fine Arts create communities committed to the study of how people reveal and express feelings, emotions, and beliefs. Through the Fine Arts, students explore understanding about the creative process as they construct expressions

of their own creativity, talent, and passion. The Fine Arts promote understanding and appreciation of how different cultures value the arts.

Fine Arts core courses will:

- Enable students to produce expressions of their creativity and talent;
- Examine the place of arts in cultural and intellectual history;
- Demonstrate an appreciation for the complexity of human nature and society;
- Explore the influence of the arts on individuals and society.

Upon completion of the Fine Arts core, students will be able to:

- Demonstrate the processes and proficiencies involved with creating and/or interpreting creative works;
- Reflect upon, analyze, and articulate their personal responses to artistic works and the processes involved in creating them;
- Demonstrate an understanding and appreciation of artistic expressions in various past and present cultures;
- Connect periods and expressions of art to changes in societies and cultures.

Study of the Humanities cultivates an understanding and appreciation of the ways in which we gain and apply knowledge. To study the Humanities is to explore societies, cultures, ideas, and art and to examine the forces that shape and connect them. Through the Humanities, we become informed critical thinkers, integrating information, ideas, and opinions from local to global societies and cultures. A study of the Humanities often includes classics, languages, literature, philosophy, history and religion. Some campuses include Fine Arts within the category.

Humanities core courses will:

- Develop an individual's ability to think critically, analytically and synthetically about how others perceive and express the human condition;
- Improve ability to communicate through the development of reading, thinking, writing, and speaking skills;
- Increase an individual's understanding of how others make and express meaning in their lives;
- Create opportunities for positive human interactions through understanding and acceptance;
- Encourage personal reflection and values identification;
- Promote respect for others with differing means of expressing core values.

Upon completion of the Humanities core, students should be able to:

- explore the human search for meaning and value in one or more time period(s) and cultures;
- recognize, interpret, and respect concepts of values and beliefs in a global society;
- communicate in writing and in speech, thoughtful and critical assessments of multiple value systems;
- construct and articulate a set of beliefs and values;
- utilize respectful inquiry to understand global concepts, values, and beliefs;
- Incorporate humanities perspectives in other areas of study.

- ARTH160 Global Visual Culture: 3cr
- ARTH200 Art of World Civilization I 3cr
- ARTH201 Art of World Civilization II 3cr
- ARTH230 Intro to History of Sequential Art 3cr
- ARTH251 Intro to Hist of Women in Arts 3cr
- ARTZ100 Beginning Art 3cr
- ARTZ105 Visual Language – Drawing 3cr
- ARTZ106 Visual Language – 2D Fnds 3cr
- ARTZ108 Visual Language – 3D Fnds 3cr
- ARTZ211 Drawing I 3cr
- ARTZ212 Drawing Studio 3cr
- ARTZ214 Illustration 3cr
- ARTZ221 Painting I 3cr
- ARTZ222 Painting Studio 3cr
- ARTZ224 Watercolor I 3cr
- ARTZ225 Watercolor Studio 3cr
- CRWR240 Intro to Creative Writing 3cr
- COMX111 Intro to Public Speaking 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
- LIT223 British Literature I 3cr
- LIT224 British Literature II 3cr
- LIT230 World Literature Survey 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
- MUSI112 Choir: Dawson 1cr

- MUSI114 Band: Dawson 1cr
- MUSI135 Keyboard Skills I 1cr
- MUSI136 Keyboard Skills II 1cr
- MUSI160 Beginning Guitar 1cr
- MUSI170 Intro to Music Therapy 3cr
- MUSI171 Intro to Music Therapy Ethics 3cr
- MUSI172 Intro to Cross-Cultural Awareness 3cr
- MUSI195 Applied Music I 1cr
- MUSI203 American Popular Music 3cr
- 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
- PHL110 Introduction to Ethics 3cr

Additional Fine Arts/Humanities Core offered through the Montana University System:

- AHMS175 Medical Law and Ethics
- ARCH121 Intro to Design
- ARCH151 Design Fundamentals I
- ARCH152 Design Fundamentals II
- ARTH101 Foundations of Art
- ARTH150 Art Appreciation
- ARTH228 History of Early Italian Renaissance
- ARTH250 Intro to Art Criticism
- ARTJ231 3D Jewelry Design and Modeling I
- ARTZ101 Art Fundamentals
- ARTZ107 Visual Language 2-D Foundations II
- ARTZ130 Intro to Ceramics
- ARTZ131 Ceramics for Non-majors
- ARTZ231 Ceramics I
- ARTZ241 Glass 3D
- ARTZ242 Intro to Stained Glass
- ARTZ244 Intro to Glass Mosaics
- ARTZ251 Sculpture I
- ARTZ267 Fibers Art I
- ARTZ271 Printmaking I
- ARTZ284 Photography I Techniques& Processes
- AVMT210 Aircraft Navigation Systems I
- GBEN220 Business Ethics & Social Responsibility
- CHIN101 Elementary Chinese I
- CLAS160Classical Mythology
- CLAS251 The Epic
- CLAS252 Greek Drama: Politics on Stage
- COMX140 Intro to Visual Rhetoric
- COMX217 Oral Interpretation
- CRWR110 Beginning Fiction
- CRWR111 Beginning Poetry
- CRWR115 Montana Writers Live
- CRWR210 Intro Fiction Workshop
- CRWR211 Intro Poetry Workshop
- CRWR212 Intro Nonfiction Workshop
- CSCI215 Social & Ethical Issues in CS
- DANC100 Intro to Modern Dance
- DANC110 Into to Ballet
- DANC115 Intro to Jazz Dance
- DANC129 Dance Performance Lab I
- DANC130 Intro to Dance
- DANC160 Dance Forms: Irish
- DANC165 Dance Forms: African
- DANC200 Contemporary Modern II
- DANC210 Ballet II
- DANC215 Jazz II
- DANC220 Creative Practice I
- DANC229 Dance Performance Lab II
- DANC234 Dance in Popular Movies
- FILM103 Intro to Film
- FILM160 Intro to World Cinema
- FRCH101 Elementary French I
- FRCH102 Elementary French II
- FRCH201 Intermediate French I
- GRMN101 Elementary German I
- GRMN102 Elementary German II
- GRMN201 Intermediate German I
- HONR111 Perspectives & Understanding
- HONR121 Ways of Knowing
- HONR202 Texts & Critics: Knowledge & Imagination II
- HSTR208 Science, Environment, Technology, Society: Common Experience
- HSTR272 Terrorism: Viol Mod Wrld
- IDSN101 Intro to Interior Design
- ITLN101 Elementary Italian I
- ITLN102 Elementary Italian II
- JPNS102 Elementary Japanese II
- JPNS201 Intermediate Japanese I
- JPSN202 Intermediate Japanese II
- JRNL140 Intro to Radio/Audio Storytelling
- LING210 Intro to Language & Linguistics
- LIT112 Intro to Fiction
- LIT126 Intro to Poetry & Drama
- LIT162 Folk & Fairy Tales
- LIT163 Fantasy & Science Fiction
- LIT166 Literature & Politics
- LIT167 Literature & Gender
- LIT168 Literature & the Environment
- LIT169 Literature as Popular Culture
- LIT210 American Lit I
- LIT211 American Lit II
- LIT213 MT Lit
- LIT214 Regional Lit
- LIT221 British Lit: the Long Eighteenth Century
- LIT222 Victorian to Contemporary British Lit
- LIT225 Shakespeare: Tragedy & Comedy
- LIT226 Shakespeare: History & Tragedy
- LIT231 Ancient to Renaissance World Lit
- LIT240 Bible as Literature
- LIT264 American Romanticism
- LIT265 Realsts, Naturalsts, Modernsts
- LIT266 Generations & Conflict
- LIT270 Film and Lit
- LIT273 Oral Lit
- LIT274 Geoffrey Chaucer & the Manuscript Tradition
- LSH105 Mideast Culture
- LSH220 End of Life Issues
- MART101 Intro to Media Arts
- MART112 Intro to Film Editing
- MART145 Web Design
- MART226 Intro to Digital Media 2D
- MUSI102 Performance Study
- MUSI108 Orchestra: MSU String Orchestra
- MUSI110 Opera Theatre I
- MUSI111 Group Voice Class
- MUSI122 Percussion Ensemble I
- MUSI130 History of Jazz
- MUSI131 Jazz Ensemble I
- MUSI132 History of Rock & Roll
- MUSI133 Country Music: Cowboys, Opry, & Nashville
- MUIS147 Choral Ensemble
- MUSI150 Beginning Voice I
- MUSI151 Beginning Voice II
- MUSI155 Marching Band
- MUSI162 Chamber Ensembles
- MUSI178 Banjo
- MUSI201 Intro to Music History
- MUSI202 Intro to Music Lit
- MUSI211 Masterworks in Music
- MUSI250 Beginning Voice III
- MUSI251 Beginning Voice IV
- MUSI262 Chamber Ensembles II
- NASX239 Native North American History thru Art & Material Culture

- PHL101 Into to Philosophy
- PHL111 Philosophies of Life
- PHL112 Intro to Ethics & the Environment
- PHL114 Intro to Political Ethics
- PHL205 Other Animals
- PHL210 Moral Philosophy
- PHL212 Morality & Society
- PHL221 Intro to Philosophy & Biomedical Ethics
- PHL241 History & Philosophy of Science
- PHL242 Science/Pseudo Science & Subjectivity
- PHL255 Philosophy & Culture
- PHOT113 The Magic of the Darkroom I
- PHOT116 Intermediate Black & White Photography
- PHOT154 Exploring Digital Photography
- PHOT255 Intro to Color Photography
- PSCI250 Intro to Political Theory
- RLST100 Intro to the Study of Religion
- RLST02 Hindu Traditions
- RLST203 Buddhist Traditions
- RLST204 Intro to the Hebrew Bible
- RLST205 Intro to New Testament
- RLST207 Myth and Belief
- RLST217 Religion, Science, and Environment
- RUSS101 Elementary Russian I
- RUSS102 Elementary Russian II
- SPNS101 Elementary Spanish I
- SPNS102 Elementary Spanish II
- SPNS201 Intermediate Spanish I
- SPNS202 Intermediate Spanish II
- THTR101 Intro to Theatre
- THTR102 Intro to Theatre Design
- THTR105 Theatre Workshop I
- THTR106 Theat Prod I
- THTR107 Theater Production I
- THTR113 Intro to Voice Acting
- THTR120 Intro to Acting I
- THTR121 Intro to Acting II
- THTR205 Theatre Workshop II
- THTR220 Acting I
- THTR235 Dramatic Lit
- THTR239 Creative Drama & Dance for K-8
- WGSS163 Historical & Literary Perspectives in Gender & Sexuality
- WGSS201 Intro to Feminist Theories
- WGSS242 Gender & Equality

Social Sciences/History

Social Science: Students will study people, movements, institutions, and forces, which play a major role in human history and development in order to understand the present and implications for the future. The perspectives and methods of social sciences and history provide a foundation for understanding, evaluating, and decision-making relating to the human experience. These courses support upper level courses.

Social Sciences core courses will:

- Introduce the diversity of purpose, focus, and methodology among social sciences;
- Illuminate the role and impact of major social institutions (family, education, business, government, and religion) on the daily existence of individuals, and on social and cultural groups, societies, and nations;
- Describe the nature, structure, and historical development of human organization and the extent to which individuals (in contrast to physical or social forces) are able to influence events.

Upon completion of the Social Sciences core, students will be able to:

- Analyze how institutions and traditions develop, evolve, and shape the lives of individuals, social and cultural groups, societies, and nations;
- Analyze human behavior, ideas, and social institutions for historical and cultural meaning and significance;
- Gather information, analyze data, and draw conclusions from multiple hypotheses to understand human behavior;
- Synthesize ideas and information with regard to historical causes, the course of events, and their consequences, separated by time and place;
- Use factual and interpretive data to support hypotheses based upon appropriate inquiry methodology.

History: Most broadly, history is about recognizing, analyzing, and interpreting changes in human activity and interaction within and between humans and between humans and their environments over time and space, using primary and secondary print, visual and material resources, as well as historiographical resources. The study of history may also inform contemporary analyses of interaction between humans and between humans and their environments.

History core courses will:

- Develop in students habits of historical analysis sensitive to context, interrelations among humans, and interactions between humans and their environments, on local, national, and international scales;
- Familiarize students with the uses – and the limitations – of historical comparison as an analytic tool;
- Enable students to recognize and interpret multiple forms of evidence (visual, oral, statistical, artifacts from material culture);
- Enable students to critically analyze and construct historical narratives.

Upon completion of the History core, students will be able to:

- Analyze historical phenomena in appropriate context;

- Weigh and interpret the evidence available to them and present a narrative argument supported by historical evidence;
- Recognize the distinction between primary and secondary sources, understand how each are used to make historical claims;
- Recognize and interpret multiple forms of evidence (visual, oral, statistical and material, and print);
- Understand the historical construction of differences and similarities among peoples within and across groups, regions, and nations;
- Interpret other societies in comparative context and one's own society in the context of other societies.

(These criteria were developed with aid from the American Historical Association, Tennessee State University, University of California, Merced, and University of Baltimore web sites.)

Social Science/History Core offered by DCC:

Select courses from the following: (Total of 6 credits)

- AGBE210 Economics of Ag Business 3cr
- ARTH200 Art of World Civilization I 3cr
- ARTH201 Art of World Civilization II 3cr
- BGEN105 Intro to Business 3cr
- COMX115 Intro to Interpersonal Comm 3cr
- CJUS121 Intro to Criminal Justice 3cr
- CJUS220 Intro to Corrections 3cr
- ECNS201 Principles Microeconomics 3cr
- ECNS202 Principles Macroeconomics 3cr
- EDEC247 Child & Adolescent Develop 4cr
- EDU220 Human Growth & Development 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
- HTH110 Personal Health and Wellness 3cr
- MUSI171 Intro to Music Therapy Ethics 3cr
- MUSI207 World Music 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

Additional Social Science/History Core offered through the Montana University System:

- ANTY101 Anthropology & the Human Experience
- ANTY103 Intro to Latin American Studies
- ANTY122 Race and Minorities
- ANTY133 Food and Culture
- ANTY141 The Silk Road
- ANTY215 Human Prehistory
- ANTY220 Culture & Society
- ANTY225 Culture, Language, and Society
- ANTY250 Intro to Archaeology
- ANTY251 Foundations of Civilization
- ANTY252 Mysteries of the Past
- AVMT210 Aircraft Navigation Systems I
- BGEN160 Issues in Sustainability
- BMGT101 Intro to Entertainment Management
- BMGT240 Business Analytics
- CHIN211 Chinese Culture and Civilization
- CMLD101 Intro to Community Leadership
- COMX106 Communicating in a Dynamic Workplace
- COMX240 Intro to Rhetorical Theory
- ECNS101 Economic Way of Thinking
- ECNS203 Principles of Micro & Macro
- ECNS204 Microeconomics
- ECNS251 Honors Economics
- EDU105 Education & Democracy
- ENST230 Nature and Society
- ENST231 Nature and Society
- GPHY121 Human Geography
- GPHY141 Geography World Regions
- GPHY241 Montana
- GRMN106 Intro to German Culture & Civilization
- HDFS101 Individual/Family Devel & Well Being
- HSTA103 Honors American History I
- HSTA104 Honors American History II
- HSTA215 Post-WW II America
- HSTA250 Plains Indian History
- HSTR103 Honors Western Civilization I
- HSTR104 Honors Western Civilization II
- HSTR130 Latin American History
- HSTR140 Modern Asia
- HSTR145 Reinventing Japan
- HSTR160 Modern World History
- HSTR201 The 20th Century World I
- HSTR202 The 20th Century World II
- HSTR205 The World Environment
- HSTR207 Science & Technology in World History
- HSTR208 Science, Environmt, Tech, Society:Common Exp
- HSTR230 Colonial Latin America
- HSTR231 Modern Latin America
- HSTR255 History of the Far East
- HSTR260 Africa and the Middle East
- HSTR274 World History
- HSTR282 Darwinian Revolution
- HTH220 Human Sexuality
- JRNL100 Journalism and American Society
- LING270 Intro to Linguistics
- NASX205 Native Americans in Contemporary Society
- NASX232 MT Indians: Cultures,Histories,Current Issues
- NASX280 Native Am Studies Research Theories/Methods
- NRSM121 Environmental Science & Sustainability
- PHL233 Intro to Logic: Deduction

- PHL241 History & Philosophy of Science
- PSCI101 Intro to Political Science
- PSCI220 Intro to Comparative Government
- PSCI230 Intro to International Relations
- PSCI250 Intro to Political Theory
- PSYX235 Contemporary Issues in Human Sexuality
- PSYX250 Fundamentals of Biological Psychology
- PSYX252 Fundamentals of Comparative Psychology
- PSYX260 Fundamentals of Social Psychology
- PSYX270 Fundamentals Psychology of Learning
- PSYX280 Fundamentals of Memory and Cognition
- PTRM210 Nature Tourism & Comm Rec
- PTRM217 Parks & Outdoor Rec Mgmt
- RLST204 Intro to the Hebrew Bible
- RLST232 Buddhism
- RUSS105 Intro to Russian Culture
- SOCI110 Honors Sociological Inquiry
- SOCI150 Social Difference
- SOCI208 Intro to Sociology of Globalization
- SOCI215 Intro to Sociology of the Family
- SOCI220 Race, Gender, and Class
- SOCI235 Aging and Society
- SOCI241 Intro to Social Psychology
- SOCI275 Gender and Society
- WGSS263 Social & Political Perspective on Gender & Sexuality

Natural Sciences

Science is a creative human endeavor devoted to discovering the principles that rule the physical universe, including the biological world. The natural world is law-driven and science is the method of investigating by asking and answering questions about processes that can be observed and measured, to help us understand nature and the physical universe. Natural Science core courses will:

- demonstrate the experimental basis of science and how scientists accumulate new knowledge;
- demonstrate the methods scientists use to gather, validate, and interpret data within the broad area of the specific discipline being studied;
- demonstrate important scientific facts and how those facts help us understand our observations and the laws that govern the natural world;
- explore the goals and limitations of science.

Upon completion of the Natural Science core, students will be able to:

- identify and solve problems using methods of the discipline;
- use logical skills to make judgments;
- demonstrate thinking, comprehension, and expression of subject matter;
- communicate effectively using scientific terminology;
- use quantitative skills to solve problems;
- integrate through analysis;
- demonstrate the relationship between actions and consequences;
- discuss the role of science in the development of modern technological civilization.

Select courses from the list below:
(Total of 7 credits, one must include a lab component)
Courses with labs:

- ASTR110 Intro to Astronomy 3cr
- ASTR111 Intro to Astronomy Lab 1cr
- 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 Intro to Forensic Science 3cr
- ENSC105 Environmental Science 3cr
- NUTR221 Basic Human Nutrition 3cr

Additional Natural Sciences Core offered through the Montana University System:

- ANTY210 Intro to Biological Anthropology
- ANTY212 Bones, Apes and Ancestors
- ANTY213 Biological Anthropology Lab
- ASTR131 Planetary Astronomy
- ASTR132 Stars, Galaxies, and the Universe
- ARTR134 Planetary Astronomy Lab
- ASTR135 Stars, Galaxies, and the Universe Lab
- ARTR142 The Evolving Universe
- AVMT210 Aircraft Navigation Systems I
- BCH104 Biochemistry of Health for Non-Science Majors
- BCH280 Biochemistry
- BCH281 Biochemistry Lab
- BIOB100 Organism Function
- BIOB105 Intro to Biotechnology
- BIOB109 MT Ecosystems
- BIOB226 Gen Science: Chemical & Life Sciences
- BIOB260 Cellular and Molecular Biology
- BIOB274 Intro to Evolution
- BIOE103 Environmental Science and Society
- BIOE110 Intro to Environmental Health
- BIOE172 Intro Ecology
- BIOE173 Intro Ecology Lab
- BIOE185 Environmental Ecological Issues
- BIOH104 Basic Human Biology
- BIOH105 Basic Human Biology Lab
- BIOH108 Basic Anatomy
- BIOM103 Unseen Universe: Microbes
- BIOM107 Molecules of Life
- BIOM210 Environmental Health Science
- BIOM260 General Microbiology
- BIOM261 General Microbiology Lab
- BIOO101 Survey MT Wildlife Habitats
- BIOO105 Intro to Botany
- BIOO106 Intro to Botany Lab
- BIOO162 Insects and Human Society
- BIOO220 General Botany
- BIOO221 General Botany Lab
- BIOO262 Intro to Entomology
- CHMY101 Discover Chemistry
- CHMY102 Applying Chemistry to Society
- CHMY105 Explorations in Chemistry
- CHMY151 Honors College Chem I
- CHMY152 Honors College Chem I Lab
- CHMY153 Honors College Chem II
- CHMY154 Honors College Chem II Lab
- CHMY211 Elements of Organic Chemistry
- CHMY212 Elements of Organic Chem Lab
- CHMY221 Organic Chemistry I
- CHMY222 Organic Chemistry I Lab
- CHMY223 Organic Chemistry II
- CHMY224 Organic Chemistry II Lab
- CHMY280 Forensic Science I
- CHMY282 Forensic Science II
- CSCI215 Social and Ethical Issues in CS
- CSD221 Fund of Acoustics
- EGEN125 Tech, Innovation, and Society
- ENSC245 Soils
- ENSC272 Water Resources
- ENST230 Nature and Society
- ERTH212 Yellowstone Scientific Lab
- FORS241 Dendrology
- GEO103 Intro to Environmental Geology
- GEO105 Oceanography
- GEO111 Dinosaurs
- GEO205 Mineralogy
- GEO206 Dinosaur Paleo biology
- GEO209 Intro to Field Geology
- GEO211 Earth History and Evolution
- GEO212 Earth History and Evolution Lab
- GEO226 Rocks, Minerals and Resources
- GPHY262 Spatial Sciences Technology and Applications
- NRSM210 Soils, Water and Climate
- NRSM240 Natural Resource Ecology
- NRSM271 Conservation Ecology
- PHAE110 Use and Abuse of Drugs
- PHSX103 Our Physical World
- PHSX104 Our Physical World Lab
- PHSX121 Fund of Physics I
- PHSX123 Fund of Physics II
- PHSX141 Einstein's Relativity
- PHSX201 Physics by Inquiry
- PHSX207 College Physics II
- PHSX208 College Physics II Lab
- PHSX215 Fund of Physics w/ Calculus I
- PHSX216 Physics Lab I w/ Calc
- PHSX217 Fund of Physics w/ Calculus II
- PHSX218 Physics Lab II w/ Calculus
- PHSX224 Physics III
- PHSX226 General Science: Integrated Science I
- PHSX234 General Physics- Mechanics
- PHSX235 General Physics- Heat, Sound, and Optics
- PHSX240 Honors General and Modern Physics I
- PHSX242 Honors General and Modern Physics II
- PHSX249 Physical Meteorology
- WILD105 Wildlife and People
- WILD270 Wildlife Habitat and Conservation

Mathematics

Every day we are inundated with numerical information, often in the form of graphical representations, statistical summaries, or projections from mathematical models. Comprehension of elementary quantitative concepts, development of quantitative reasoning skills, and the ability to reasonably ascertain the implications of quantitative information are goals of mathematics courses.
Mathematics core courses will:

- expose students to the methods employed in the mathematical sciences;
- demonstrate the application of mathematical or statistical models to complex problems, which can lead to greater understanding of, and potential solutions to, these problems;

- enable students to develop skills leading to an understanding of quantitatively-based problems of importance to contemporary society;
- provide practical applications that relate to students' personal and future professional lives as consumers of quantitative information.

Upon completion of the Mathematics core, students will be able to:

- apply the 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;
- make informed decisions about their personal and professional lives.

Select courses from the list below: (total of 3 credits)

- M105 Contemporary Math 3cr
- M121 College Algebra 4cr
- M132 Numbers/Operations K-8 Teachers 3cr
- M133 Geometry & Measure K-8 Teachers 3cr
- M151 Pre-calculus 4cr
- M171 Calculus I 5cr
- M172 Calculus II 5cr
- STAT216 Introduction to Statistics 4cr

Additional Mathematics Core offered through the Montana University System:

- AVMT210 Aircraft Navigation Systems I
- M104 Numbers as News
- M107 Intro Geometry
- M112 Trigonometry and Complex Numbers
- M115 Probability and Linear Mathematics
- M118 Mathematics for music Enthusiasts
- M119 Intro to Number Theory
- M122 College Trigonometry
- M125 Morphometrics
- M130 Math for Elementary Teachers I
- M131 Math for Elementary Teachers II
- M140 College Math for Healthcare
- M141 Math for Business and Social Science I
- M142 Math for Business and Social Science II
- M143 Finite Math
- M145 Math for Liberal Arts
- M161 Survey of Calculus
- M162 Applied Calculus
- M165 Calculus for Technology I
- M166 Calculus for Technology II
- M181 Honors Calculus I
- M182 Honors Calculus II
- M221 Intro to Linear Algebra
- M225 Intro to Discrete Mathematics
- M273 Multivariable Calculus
- M274 Intro to Differential Equations
- M283 Honors Multivariable Calculus
- STAT121 Probability
- STAT131 Intro to Biostatistics
- STAT141 Intro to Statistical Concepts
- STAT217 Intermediate Statistical Concepts

Cultural Diversity

Cultural Diversity embraces differences in race, ethnicity, gender, sexual orientation, class, disability status, language, national origin, and religion within and across peoples and nations. Understanding of the value of cultural diversity is fundamental to national and global citizenship and is therefore an essential foundation to the undergraduate and graduate curriculum, regardless of specific intellectual field or focus. While curricula should contain courses specifically addressing one or more dimensions of cultural diversity, cultural diversity content should also substantially suffuse curricula. Cultural Diversity core courses will:

- facilitate an awareness of how historical events, institutionalized differences in power, and long-standing customs have shaped cultural diversity and thus contemporary political, social, and economic relations within and across peoples and nations;
- identify and discuss indicators of discrimination within and across specific institutions and groups and demonstrate how discriminatory practices and attitudes create barriers for some and opportunities for others;
- an appreciation of how cultural diversity affects the ways in which individuals and peoples perceive, understand, and live in the world.

Upon completion of the Cultural Diversity core, students will be able to:

- demonstrate an awareness of the centrality of cultural diversity to their own and other human societies;
- demonstrate an awareness of the negative impacts upon cultural diversity of economic, social, and other forms of institutional and interpersonal discrimination;
- demonstrate competence and effectiveness in interacting with culturally diverse people by understanding cross- and inter-cultural interaction and communication;

- demonstrate the ability to advocate for non-discriminatory policies and behaviors on their own behalf and on behalf of others, including peers, clients, and colleagues.

Select courses from the list below: (total of 3 credits)

- ARTH160 Global Visual Culture 3cr
- ARTH200 Art of World Civilization I 3cr
- ARTH201 Art of World Civilization II 3cr
- EDU211 Multicultural Education 3cr
- EDU231 Literature & Literacy Child 3cr
- 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
- MUSI172 Intro to Cross-Cultural Awareness 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

Additional Cultural Diversity Core offered through the Montana University System:

- AAST141 Black: African to Hip-Hop
- AAST260 African American and Native American
- ANTY101 Anthropology and the Human Experience
- ANTY103 Intro to Latin American Studies
- ANTY220 Culture & Society
- ANTY241 Central Asian Culture and Civilization
- AVMT210 Aircraft Navigation Systems I
- BGEN242 Intro to International Business
- CHIN101 Elementary Chinese I
- COMX204 International and Development Communication
- COMX212 Intro to Intercultural Communication
- FRCH101 Elementary French I
- FRCH102 Elementary French II
- FRCH201 Intermediate French I
- GPHY121 Human Geography
- GPHY245 The Middle East
- GPHY246 Geography of North American
- GRMN101 Elementary German I
- GRMN102 Elementary German II
- GRMN201 Intermediate German I
- HSTA215 Post WW II American
- HSTA250 Plains Indian History
- HSTR130 Latin American
- HSTR140 Modern Asia
- HSTR145 Reinventing Japan
- HSTR255 History of the Far East
- HSTR260 Africa and the Middle East
- HSTR274 World History
- HSTR286 World Religions and Society
- HTH270 Global Health Issues
- ITLN101 Elementary Italian I
- ITLN102 Elementary Italian II
- JPNS102 Elementary Japanese II
- JPNS201 Intermediate Japanese I
- JPSN202 Intermediate Japanese II
- JRNL105 Global Current Events
- LIT214 Regional Literature
- LIT242 Modern World Lit
- LSH105 Mideast Culture
- MUSI132 History of Rock and Roll
- NASX120 Cree Language I
- NASX201 Indian Culture as Expressed through Language
- NASX204 Intro to Native American Beliefs and Philosophy
- MASX205 Native American in Contemporary Society
- NASX210 Native American Sorts and Games
- NASX231 Indigenous World View Perspectives
- MASX232 MT Indians: Cultures, Histories, Current Issues
- NASX235 Oral and Written Traditions of Native Americans
- NASX240 Native American Lit
- NASX260 Sustainable Indigenous Community Development in Canada, Mexico and the USA
- PHL255 Philosophy and Culture
- PHL271 Indian Philosophies and Religions
- PHL272 Chinese Philosophies and Religions
- PSCI230 Intro to International Relations
- PSYX235 Contemporary Issues in Human Sexuality
- PSYX260 Fund of Social Psychology
- REHA201 Intro to Diversity in Counseling
- RLST100 Intro to the Study of Religion
- RLST02 Hindu Traditions
- RLST203 Buddhist Traditions
- RLST232 Buddhism
- RLST238 Japanese Religions
- RUSS101 Elementary Russian I
- RUSS102 Elementary Russian II
- SIGN101 Intro to American Sign Language
- SOCI101 Intro to Sociology
- SOCI150 Social Difference
- SPNS101 Elementary Spanish I
- SPNS102 Elementary Spanish II
- SPNS201 Intermediate Spanish I
- SPNS202 Intermediate Spanish II
- THTR101 Intro to Theatre
- WGSS274 Women, Culture and Society

Associate of Arts and Associate of Science

Transfer Degrees

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

1. There is 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.
2. The completion of transfer degree satisfies both math and writing proficiency requirements need for admission to 4-year undergraduate programs.
3. These degrees typically do not include a designated or specialized field of study.
4. The degree includes free elective credits. Students should try to concentrate their coursework in a particular discipline or field to help satisfy some of the freshman and sophomore-level requirements in a four-year, bachelor's degree.
5. 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 – Chemical Dependency Counseling).

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.

AA and AS Transfer Degree Requirements:

- 35 credit hours of General Education Core courses;
- 9 credits from AA or AS disciplines depending on transfer degree being pursued;
- Minimum of 16 additional elective credits;
- ACT/ACTV cannot be used toward to total number of credits for a degree/credential
- 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
- COLS101 First Year Seminar 2cr

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 transfer 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 transfer institution to confirm that all requirements have been satisfactorily met.
- Check with the transfer 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 and Associate of Science

The Associate of Arts two-year program is designed for students who expect to complete a degree at a four-year institution in such areas as art, education, English, history, journalism, liberal science, pre-law, psychology, sociology and speech. The curriculum gives students a broad educational background in liberal arts with emphasis on humanities and social sciences. This degree is available online.

Program course requirements are present in sequence. Part-time students and others who cannot follow this sequence should check course descriptions to determine pre-requisites and should consult their advisor regarding the order in which to take courses. Students should consult the catalog of the institution to which they expect to transfer and should select appropriate core requirements and elective courses in consultation with their advisor.

The Associate of Science two-year program is designed for students who expect to complete a degree at a four-year institution in such areas as biology, engineering, mathematics, and physical sciences. This degree is available online.

Program course requirements are present in sequence. Part-time students and others who cannot follow this sequence should check course descriptions to determine pre-requisites and should consult their advisor regarding the order in which to take courses. Students should consult the catalog of the institution to which they expect to transfer and should select appropriate core requirements and elective courses in consultation with their advisor.

*Oral Communications is required to complete the MUS core. This course may be exchanged for another communications core if you are transferring to another state. Oral communication courses include COMX111 – Public Speaking or COMX 115 Interpersonal Communications.
**Associate of Art courses on the reverse side.
***ACT/ACTV, Sub-100 and CTE (career & technical) course credits **must** be subtracted from the total number of credits required for degree completion.

DCC Campus Requirement:		**8 credits**
COLS101 First Year Seminar (2)	CAPP131 Basic MS Office (3)	WRIT101 College Writing I (3)
Core I - Communications		**3 credits**
AGED140 Leadership Development for Ag (3)	CRWR240 Creative Writing Workshop (3)	WRIT122 Intro to Business Writing (3)
COMX111 Intro to Public Speaking (3)	COMX115 Interpersonal Communications (3)	WRIT201 College Writing II (3)
COMX220 Intro to Organizatioional Comm (3)		
Core II - Fine Arts & Humanities (Choose courses from at least two different disciplines)		**6 cre**
ARTH160 Global Visual Culture (3)	HSTA101 American History I (3)	MUSI136 Keyboard Skills II (1)
ARTH200 Art of World Civilization I (3)	HSTA102 American History II (3)	MUSI160 Beginning Guitar (1)
ARTH201 Art of World Civilization II (3)	HSTR101 Western Civilizations I (3)	MUSI170 Intro to Music Therapy (3)
ARTH230 Intro to History of Sequential Art (3)	HSTR102 Western Civilizations II (3)	MUSI171 Intro to Music Therapy Ethics (3)
ARTH251 Intro to History of Women in Arts (3)	LIT110 Intro to Lit (3)	MUSI172 Intro to Cross-Cultural Awareness (3)
ARTZ100 Beginning Art (3)	LIT223 British Lit I (3)	MUSI203 American Popular Music (3)
ARTZ105 Visual Language-Drawing (3)	LIT224 British Lit II (3)	MUSI 207 World Music (3)
ARTZ106 Visual Language-2D Foundations (3)	LIT230 World Literature Survey (3)	MUSI212 Choir: Dawson* (1)
ARTZ108 Visual Language-3D Foundations (3)	LIT285 Mythologies (3)	MUSI214 Band: Dawson (1)
ARTZ211 Drawing I (3)	LSH101 Intro to Humanities Contemp (3)	MUSI235 Keyboard Skills III (1)
ARTZ212 Drawing Studio (3)	LSH201 Intro to Humanities (3)	MUSI236 Keyboard Skills IV (1)
ARTZ214 Illustration (3)	MUSI101 Enjoyment of Music (3)	MUSI236 Keyboard Skills IV (1)
ARTZ221 Painting I (3)	MUSI103 Fundmntls Musical Creation (3)	MUSI295 Applied Music II (1)
ARTZ222 Painting Studio (3)	MUSI105 Music Theory I (3)	PHIL110 Intro to Ethics (3)
ARTZ224 Watercolor I (3)	MUSI106 Music Theory II (3)	
ARTZ225 Watercolor Studio (3)	MUSI112 Choir: Dawson Choir (1)	
CRWR240 Into Creative Writing (3)	MUSI114 Band: Dawson (1)	
COMX111 Intro to Public Speaking (3)	MUSI135 Keyboard Skills I (1)	
Core III - Social Sciences/History		**6 credits**
AGBE210 Economics of Ag Business (3)	NASX105 Intro Native Am Studies (3)	PSCI210 Intro American Government (3)
ARTH200 Art of World Civilization I (3)	HSTA101 American History I (3)	PSCI260 Intro State and Local Government (3)
ARTH201 Art of World Civilization II (3)	HSTA102 American History II (3)	PSYX100 Intro to Psychology (3)
BGEN105 Intro to Business (3)	HSTA255 Montana History (3)	PSYX230 Developmental Psychology (3)
COMX115 Intro to Interpersonal Communications (3)	HSTA160 Intro to American West (3)	PSYX240 Fundmntls of Abnormal Psychology (3)
CJUS121 Intro Criminal Justice (3)	HSTR101 Western Civilization I (3)	PSYX272 Educational Psychology (3)
CJUS220 Intro to Corrections (3)	HSTR102 Western Civilization II (3)	SOCI101 Intro to Sociology (3)
ECNS201 Principles Microeconomics (3)	HSTR160 Modern World History (3)	SOCI201 Social Problems (3)
ECNS202 Principles Macroeconomics (3)	HTH110 Personal Health and Wellness (3)	SOCI206 Deviant Behaviors(3)
EDU220 Human Growth and Development (3)	MUSI 207 World Music (3)	SOCI211 Intro to Criminology (3)
EDEC247 Child & Adolescent Growth & Dev (3)	MUSI171 Intro to Music Therapy Ethics (3)	
Core IV - Natural Sciences (Must take one designated lab course)		**7 credits**
Courses with Labs:		
ASTR110 Intro to Astronomy (3)	BIOM250 Microbiology for Health Sci (3)	GPHY111 Intro Physical Geography (3)
ASTR111 Intro to Astronomy lab (1)	BIOM251 Micro for Health Sci Lab (1)	GHPY112 Intro Physical Geography Lab (1)
BIOB101 Discover Biology (3)	CHMY121 Intro General Chemistry (3)	PHSX105 Fundamentals Physical Science (3)
BIOB102 Discover Biology Lab (1)	CHMY122 Intro General Chemistry Lab (1)	PHSX106 Fundamentals Physical Science Lab (1)
BIOB160 Principles of Living Systems (3)	CHMY123 Intro Organic/Biochemistry (3)	PHSX121Fundamentals of Physics I w/ lab(5)
BIOB161 Principles of Living Systems Lab (1)	CHMY124 Intro Organic/Biochemistry Lab (1)	PHX123 Fundamentals of Physics II w/ lab(5)
BIOB170 Principles of Biological Diversity (3)	CHMY141 College Chemistry I (4)	PHSX205 College Physics I (3)
BIOB171 Principles of Biological Diversity Lab (1)	CHMY142 College Chemistry I Lab (1)	PHSX206 College Physics I lab (1)
BIOH201 Human Anatomy & Physiology I (3)	CHMY143 College Chemistry II (4)	PHSX220 Physics I (w/calculus) (3)
BIOH202 Human Anatomy & Physiology I Lab (1)	CHMY144 College Chemistry II Lab (1)	PHSX221 Physics I (w/calculus) Lab (1)
BIOH211 Human Anatomy &Physiology II (3)	GEO101 Intro Physical Geology (3)	PHSX222 Physics II (w/calculus) (3)
BIOH212 Human Anatomy &Physiology II Lab (1)	GEO102 Intro Physical Geology Lab (1)	PHSX223 Physics II (w/calculus) Lab (1)
Courses without Labs:		
ANSC100 Intro to Animal Science (3)	CJUS125 Fund of Forensic Science (3)	NUTR221 Basic Human Nutrition (3)
BIOB110 Plant Science (3)	ENSC105 Environmental Science (3)	
Core V - Math		**3 credits**
M105 Contemporary Math (3)	M133 Geometry & Geometric Measurement fo	M171 Calculus I (5)
M121 College Algebra (4)	M151 Precalculus (4)	M172 Calculus II (5)
M132 Numbers & Operations for K-8 Teachers (3)		STAT216 Introduction Statistics (4)
Core VI - Multicultural/ Global Prospective		**3 credits**
ARTH160 Global Visual Culture: Art Apprec (3)	GPHY141 Geography of World Regions (3)	LIT285 Mythologies (3)
ARTH200 Art of World Civilization I (3)	HSTA101 American History I (3)	MUSI103 Fundmntls Musical Creation (3)
ARTH201 Art of World Civilization II (3)	HSTA102 American History II (3)	MUSI203 American Popular Music (3)
ARTH230 Intro to History of Sequential Art (3)	HSTA160 Intro to American West (3)	MUSI207 World Music (3)
ARTH251 Intro to History of Women in Arts (3)	HSTR101 Western Civilization I (3)	NASX105 Intro Native Am Studies (3)
EDU211 Multicultural Education (3)	HSTR102 Western Civilization II (3)	SOCI101 Intro to Sociology (3)
EDU231 Literature and Literacy for Children (3)	HSTR160 Modern World History (3)	SOCI201 Social Problems (3)
ENSC105 Environmental Science (3)	HSTR286 World Religions & Society (3)	MUSI172 Intro to Cross-Cultural Awareness (3)
	LIT230 World Literature Survey (3)	

Associate of Arts Addictions Studies Plan of Study

Dawson Community College's Chemical Dependency Program is designed to meet the educational requirements needed to obtain licensure through the State of Montana. This degree is available online.

Associate of Arts – Concentration Curriculum Plans of Study

The AA degree is designed for students who expect to complete a bachelor's degree in areas such as art, education, English, history, journalism, library science, music, pre-law, psychology and sociology. The curriculum is designed to give an educational background in liberal arts, humanities and social sciences.

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

- Art
- Communications
- Early Childhood Education
- Elementary Education – MUS Pathway
- English
- History
- Music
- Music Education
- Physical Education
- Psychology – MUS Pathway
- Secondary Education
- Sociology

Associate of Science – Curriculum Concentration Plans of Study

The AS degree is designed for student who expect to complete a bachelor's degree in areas such as biology, engineering, mathematics and natural or physical science.

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

- Accounting
- Agriculture
- Allied Health (Suggested fields of study)
- Animal Science
- Allied Health
- Business Administration
- Chemistry – MUS Pathway
- Computer Science – MUS Pathway
- Criminal Justice

Associate of Arts Addiction Studies Degree Pathway

Montana has a growing need for Licensed Addiction Counselors. Dawson Community College's Addiction Studies Program is designed to meet the educational requirements needed to obtain licensure through the State of Montana. The specialized addiction studies classes are only offered online which offers flexibility to any individual across the state.

Program outcomes include, but are not limited to,

- Administering, scoring, and interpreting the results of screening and assessment instruments.
- Understand the importance of diagnosis and its role in the treatment process.
- Gathering knowledge pertaining to the pharmacology of drugs.
- Understanding the basic principles of individual and group counseling for addictions.

Post DCC:
After graduating from DCC with an AA in Addiction Studies, the graduate will need to find placement at a state licensed substance abuse program and secure a supervisor. Then, they will submit an LAC Candidate application to the State of Montana. Once the state has received and approved this application along with the supervisor, the graduate can start working toward earning their 1,000 hours of work experience. After the hours are completed, the individual will submit proof of hours and their LAC application to the state. Once the state approves the application, hours worked, and acknowledged that the individual has met all requirements, the student can scheduled a time to take the NCAC Level I or II exam at an approved testing center. Once they pass their exam, they will receive notice from the State of Montana that they are officially a Licensed Addiction Counselor.

Licensed Addiction Counselors are required to renew their licenses on an annual basis. Every year, the individual needs to complete 20 continuing education credits (CEUs) and pay $128.00 by June 30th.

This program is designed to equip students for licensure as an Addiction Counselor ONLY in the State of Montana.

https://www.dawson.edu/future-students/transfer-concentrations/chemical-dependency-counseling.html

Freshman Year		Freshman Year	
Fall Semester – 18 credits		Spring Semester – 15 credits	
COLS101 First Year Seminar	2cr	CAS231 Pharmacology in Addictions	2cr
WRIT101 College Writing I	3cr	CAS252 Gambling/Gaming Disorders	2cr
CAPP131 Basic MS Office	3cr	CAS262 Addiction Treatment & Documentation	2cr
CAS233 Chemical Dep/Addiction Theory	3cr	Fine Arts/Humanities Core	3cr
CAS260 Addiction Assess/Documentation	4cr	Communication Core	3cr
PSYX100 Intro to Psychology	3cr	Math Core	3cr

Sophomore Year		Sophomore Year	
Fall Semester – 15 credits		Spring Semester – 13 credits	
Natural Science Core w/lab	4cr	Natural Science Core non-lab	3cr
CAS256 Group Counseling	3cr	CAS254 Co-Occurring Disorders	2cr
CAS265 Multicultural Competence & Ethics	2cr	CAS268 Alcohol/Drug Studies	2cr
Social Science/History Core	3cr	Fine Arts/Humanities Core	3cr
Cultural Diversity Core	3cr	Elective	3cr

Total Credits: **61**

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

- PSYX230 Developmental Psychology 3cr
- PSYX240 Abnormal Psychology 3cr
- NASX105 Intro to Native American Studies 3cr
- SOCI101 Intro to Sociology 3cr
- SOCI201 Social Problems 3cr

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		**Freshman Year**	
Fall Semester – 18 credits		Spring Semester – 15 credits	
COLS101 First Year Seminar	2cr	ACTG202 Principles of Managerial Accounting	3cr
WRIT101 College Writing I	3cr	COMX111 Intro to Public Speaking	3cr
CAPP131 Basic MS Office	3cr	Elective as Approved by Advisor	3cr
ACTG201 Principles of Financial Accounting	3cr	Fine Arts/Humanities Core	3cr
M121 College Algebra	4cr	Social Science/History Core	3cr
BGEN105 Intro to Business	3cr		

Sophomore Year		**Sophomore Year**	
Fall Semester – 16 credits		Spring Semester – 16 credits	
Natural Science Core w/lab	4cr	Natural Science Core non-lab	3cr
Cultural Diversity Core	3cr	ECNS202 Principles of Macroeconomics	3cr
ECNS201 Principles of Microeconomics	3cr	WRIT122 Intro to Business Writing	3cr
Fine Arts/Humanities Core	3cr	STAT216 Intro to Statistics	4cr
Elective as Approved by Advisor	3cr	Elective as Approved by Advisor	3cr

Total Credits: **65**

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

- PSYX100 Intro to Psychology 3cr
- SOCI101 Intro to Sociology 3cr
- WRIT201 College Writing II 3cr

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, Radiology, Dentistry, Occupational Therapy, Physical Therapy and Sports Medicine.

Freshman Year		Freshman Year	
Fall Semester – 18 credits		Spring Semester – 16 credits	
COLS101 First Year Seminar	2cr	M121 College Algebra	4cr
WRIT101 College Writing I	3cr	COMX111 Intro to Public Speaking	3cr
CAPP131 Basic MS Office	3cr	SOCI101 Intro to Sociology	3cr
BIOB160/161 Princ. Of Living Systems w/lab	4cr	Fine Arts/Humanities Core	3cr
PHL110 Intro to Ethics	3cr	WRIT201 College Writing II	3cr
PSYX100 Intro to Psychology	3cr		

Sophomore Year		Sophomore Year	
Fall Semester – 16 credits		Spring Semester – 15 credits	
BIOH201/202 Human A&P I w/lab	4cr	BIOH211/212 Human A&P II w/lab	4cr
STAT216 Intro to Statistics	4cr	Cultural Diversity Core	3cr
CHMY121/122 Intro General Chemistry w lab or CHMY141-142 College Chem I w/lab	5cr	CHMY123/124 Intro Organic & Biochemistry w lab or CHMY143/144 College Chem II w/lab	5cr
Social Science/History Core	3cr	Elective from list below	3cr

Total Credits: **65**

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
- M151 Precalc 4 cr
- M171 Calc I 5cr
- M172 Calc II 5cr
- NUTR221 Basic Human Nutrition 3cr
- NASX105 Intro Native American Studies 3cr
- AHMS144 Medical Terminology 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		**Freshman Year**	
Fall Semester – 17 credits		Spring Semester – 15 credits	
BIO or CHEM w/lab	4cr	WRIT101 College Writing I	3cr
ANSC100 Intro to Animal Science	3cr	COLS101 First Year Seminar	2cr
ACTG201 Principles of Financial Accounting	3cr	CAPP131 Basic MS Office	3cr
M121 College Algebra	4cr	AGED140 Ag Leadership	3cr
Animal Science Elective approved by advisor	3cr	BIO or CHEM w/lab	4cr

Sophomore Year		**Sophomore Year**	
Fall Semester – 16 credits		Spring Semester – 16 credits	
ECNS201 Principles of Microeconomics	3cr	BIO or CHEM w/lab	4cr
Humanities & Fine Arts Core	3cr	Fine Arts/Humanities Core	3cr
BIO or CHEM w/lab	4cr	Cultural Diversity Core	3cr
Animal Science elective approved by advisor	3cr	AGBE210 Economics of Ag Business	3cr
Free Elective	3cr	Animal Science elective approved by advisor	3cr

Total Credits: **64**

Free 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

Animal Science electives chosen per specific transfer school, which may include but not limited to:

- ANSC 108/109 Livestock Evaluation w/ Lab 3cr
- ANSC240 Animal Reproduction 3cr
- ANSC222 Livestock in Sustainable Systems 3cr
- AGBE105 Into to Ag Marketing 3cr
- NRSM101/102 Natural Resource Mgmt. 4cr
- ANSC202 Livestock Feeding & Nutrition 4cr
- ANSC265/266 A&P of Domestic Animals 4cr
- ANSC262 Range Livestock Production 3cr

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		**Freshman Year**	
Fall Semester – 17 credits		Spring Semester – 15 credits	
COLS101 First Year Seminar	2cr	COMX111 Intro to Public Speaking	3cr
CAPP131 Basic MS Office	3cr	ARTZ212 Drawing Studio	3cr
WRIT101 College Writing I	3cr	ARTZ221 Painting I	3cr
ARTZ105 Visual Language Drawing	3cr	ARTH200 Art of World Civilization I	3cr
ARTZ106 Visual Language 2D Foundations	3cr	Social Science/History Core	3cr
Math Core	3cr		

Sophomore Year		**Sophomore Year**	
Fall Semester – 16 credits		Spring Semester – 15 credits	
Natural Science Core with lab	4cr	ARTZ108 Visual Language 3D Foundations	3cr
Social Science/History core	3cr	ARTZ222 Painting Studio	3cr
ARTZ214 Illustrations	3cr	ARTH201 Art of World Civilization II	3cr
ARTH230 History of Sequential Art	3cr	Natural Science Core non-lab	3cr
ARTH251 Intro to History of Women in the Art	3cr	Watercolor	3cr

Total Credits – 63

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, Biomedical Science, Fish and Wildlife Management, Ecology, and Environmental Science. If the student intends to complete a bachelor's degree in Education - Biology (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 – 19 credits		Spring Semester – 17 credits	
COLS101 First Year Seminar	2cr	BIOB170/171 Principles of Biological Diversity w/lab	4cr
WRIT101 College Writing I	3cr	Cultural Diversity Core	3cr
CAPP131 Basic MS Office	3cr	SOCI101 Intro to Sociology	3cr
BIOB160/161 Principles of Living Systems w/lab	4cr	M151 Pre-Calculus	4cr
PHL110 Intro to Ethics	3cr	Elective approved by Advisor	3cr
M121 College Algebra	4cr		

Sophomore Year		Sophomore Year	
Fall Semester – 17 credits		Spring Semester – 17 credits	
Fine Arts/Humanities Core	3cr	BIOM250/251 Microbiology w/lab	4cr
PSYX100 Intro to Psychology	3cr	ENSC105 Environmental Science	3cr
CHMY121/122 Intro to General Chemistry w/lab or CHMY141/142 College Chem I with lab	4/5cr	STAT216 Intro to Statistics	4cr
NRSM101 Natural Resource Conserv NRSM102 MT Range Plants Lab	4cr	COMX111 Intro to Public Speaking	3cr
Elective approved by Advisor	3cr	Elective approved by Advisor	3cr

Total Credits: **70**

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
- CHMY134/144 College Chem II w Lab 4cr
- ANSC265 A&P Domestic Animals 3cr
- ANSC266 A&P Domestic Animals Lab 1cr
- M171 Caclulus I 5cr
- M172 Calculus II 5cr
- WRIT201 College Writing II 3cr
- AHMS144 Medical Terminology 3cr
- ANSC100 Intro to Animal Science 3cr

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		Freshman Year	
Fall Semester – 17 credits		Spring Semester – 15 credits	
COLS101 First Year Seminar	2cr	ACTG202 Principles of Managerial Accounting	3cr
WRIT101 College Writing I	3cr	BGEN235 Business Law I	3cr
CAPP131 Basic MS Office	3cr	Communication Core	3cr
ACTG201 Principles Financial Accounting	3cr	Fine Arts/Humanities Core	3cr
Math Core	3cr	Social Science Core	3cr
BMKT225 Marketing	3cr		

Sophomore Year		Sophomore Year	
Fall Semester – 16 credits		Spring Semester – 15 credits	
ECNS201 Principles of Microeconomics	3cr	ECNS202 Principles of Macroeconomics	3cr
Cultural Diversity Core	3cr	WRIT122 Intro to Business Writing	3cr
Natural Science Core w/lab	4cr	STAT216 Intro to Statistics	4cr
BMGT237 Human Relations in Business	3cr	BMGT215 Human Resource Management	3cr
Fine Arts/Humanities Core	3cr	Natural Science Core non-lab	3cr

Total Credits: **64**

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

- ACTG272 Principles 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
- COMX220 Organizational Communication 3cr
- COMX115 Interpersonal Communication 3cr
- COMX111 Public Speaking 3cr
- ARTZ105 Drawing 3cr
- ARTH160 Global Visual Culture 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		Freshman Year	
Fall Semester – 18 credits		Spring Semester – 16 credits	
COLS101 First Year Seminar	2cr	CHMY143/144 College Chemistry II w/lab	5cr
WRIT101 College Writing I	3cr	M172 Calculus II	5cr
CHMY141/142 College Chemistry I w/lab	5cr	CAPP131 Basic MS Office	3cr
M171 Calculus I	5cr	SOCI101 Intro to Sociology	3cr
PSYX100 Intro to Psychology	3cr		

Sophomore Year		Sophomore Year	
Fall Semester – 15 credits		Spring Semester – 15 credits	
PHSX220/221 Physics I w/lab	4cr	PHSX222/223 Physics II w/lab	4cr
Fine Arts/Humanities Core	3cr	Fine Arts/Humanities Core	3cr
M273 Multivariable Calculus	4cr	Cultural Diversity Core	3cr
BIOB160/161 Princ of Living Systems w/lab	4cr	STAT216 Intro to Statistics	4cr
		COMX111 Intro to Public Speaking	3cr

Total Credits: **66**

MUS Transfer Pathway: https://www.mus.edu/Qtools/CCN/Chemistry_DRAFT.pdf

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

- M151 Pre-calculus 4cr
- PHSX205/206 College Physics I w/lab 4cr

Communications – Curriculum Plan

The Communication curriculum plan is designed to prepare students to transfer to a four-year university to obtain a bachelor's degree which will lead to employment in public communication within corporate, non-profit, government, healthcare, and education settings.

Freshman Year		Freshman Year	
Fall Semester – 17 credits		Spring Semester – 16 credits	
COLS101 First Year Seminar	2cr	COMX111 Intro to Public Speaking	3cr
CAPP131 Basic MS Office	3cr	STAT216 Intro to Statistics	4cr
WRIT101 College Writing 101	3cr	PSYX100 Intro to Psychology	3cr
Fine Arts/Humanities Core	3cr	Fine Arts/Humanities Core	3cr
PHL110 Intro to Ethics	3cr	PHL101 Intro to Philosophy	3cr
Elective as approved by advisor	3cr		

Sophomore Year		Sophomore Year	
Fall Semester – 16 credits		Spring Semester – 15 credits	
Natural Science Core with lab	4cr	Natural Science Core non-lab	3cr
COMX115 Interpersonal Communications	3cr	WRIT201 College Writing II	3cr
SOCI101 Intro to Sociology	3cr	NASX105 Native American Studies	3cr
PSCI210 Intro to American Government	3cr	PSCI260 Intro to State & Local Government	3cr
Elective as approved by advisor	3cr	Elective as approved by advisor	3cr

Total Credits – 64

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

- AGED140 Leadership Development for Agriculture 3cr
- COMX220 Organizational Communications 3cr
- CRWR240 Intro to Creative Writing Workshop 3cr
- WRIT122 Intro to Business Writing 3cr

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		Freshman Year	
Fall Semester – 17 credits		Spring Semester – 15 credits	
COLS101 First Year Seminar	2cr	Math Core	3cr
WRIT101 College Writing I	3cr	SOCI101 Intro to Sociology	3cr
CAPP131 Basic MS Office	3cr	PSCI260 Intro to State & Local Government	3cr
PSCI210 Intro to American Government	3cr	Natural Science Core non-lab	3cr
CJUS112 Intro to Criminal Justice	3cr	Communication Core	3cr
CJUS220 Principles of Criminal Law	3cr		

Sophomore Year		Sophomore Year	
Fall Semester – 16 credits		Spring Semester – 15 credits	
SOCI260 Intro to Juvenile Delinquency	3cr	SOCI201 Social Problems	3cr
PHL110 Intro to Ethics	3cr	SOCI206 Deviant Behavior	3cr
CJUS220 Intro to Corrections	3cr	PSYX100 Intro to Psychology	3cr
Natural Science Core w/lab	4cr	Fine Arts/Humanities Core	3cr
SOCI211 Intro to Criminology	3cr	Criminal Justice Elective approved by advisor	3cr

Total Credits: **63**

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

Early Childhood Education – Curriculum Plan

Freshman Year		Freshman Year	
Fall Semester – 18 credits		Spring Semester – 16 credits	
COLS101 First Year Seminar	2cr	COMX111 Intro to Public Speaking	3cr
CAPP131 Basic MS Office	3cr	EDEC230 Positive Child Guidance	4cr
WRIT101 College Writing 101	3cr	EDU222 Educational Psychology & Child Dev	3cr
EDEC247 Child/Adolescent Development	4cr	EDEC130 Health, Safety, Nutrition in EC	4cr
History Core	3cr	Math Core	3cr
Fine Arts Core (ARTZ, CRWR, MUSI)	3cr		

Sophomore Year		Sophomore Year	
Fall Semester – 19 credits		Spring Semester – 17 credits	
Natural Science Core with lab	4cr	Natural Science Core non-lab	3cr
EDEC210 Meeting the Needs of Families	4cr	EDEC265 Leadership/Profession in EC	4cr
EDEC215 Diversity in Early Childhood Ed	4cr	EDEC275 Integrated Curriculum/Environ	4cr
EDEC273 Curriculum/Environments I	4cr	EDU201 Intro to Edu w/ Field Experience	4cr
Fine Arts/Humanities Core	3cr	SOCI101 Intro to Sociology	3cr

Total Credits – 70

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

ECP100 First Aid/CPR	1cr
EDSP204 Intro to Teaching Exceptional Learners	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

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		Freshman Year	
Fall Semester – 16 credits		Spring Semester – 16 credits	
COLS101 First Year Seminar	2cr	CAPP131 Basic MS Office	3cr
WRIT101 College Writing 101	3cr	M133 Geometry & Measurements	4cr
EDU201 Intro to Education w/Field Experience	4cr	PSYX100 Intro to Psychology	3cr
BIOB101/102 Discover Biology w/lab	4cr	EDU231 Lit & Literacy for Children	3cr
M132 Numbers & Operations for K-8	3cr	NASX105 Native American Studies	3cr

Sophomore Year		Sophomore Year	
Fall Semester – 16 credits		Spring Semester – 15 credits	
CHMY121/122 Intro to General Chemistry	4cr	EDU222 Educational Psychology & Child Dev	3cr
EDU211 Multicultural Education	3cr	HTH201 Health Issues for Educators	3cr
M234 Higher Math for K-8	3cr	Humanities Core – Literature course	3cr
ARTZ105 Visual Language Drawing	3cr	PHL110 Intro to Ethics	3cr
PSYC210 Intro to American Government	3cr	Elective	3cr

Total Credits – 62

MUS transfer pathway https://www.mus.edu/Qtools/CCN/ElementaryEd_DRAFT.pdf

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
ARTH201 Art of World Civilization II	3cr
COMX111 Intro to Public Speaking	3cr
COMX115 Interpersonal Communications	3cr
EDU270 Instructional Technology	3cr
EDSP204 Intro to Teaching Exceptional Learners	3cr
GEO101/102 Intro to Physical Geology w/lab	4cr
HSTA255 Montana History	3cr
HSTA101 American History I	3cr
HSTA102 American History II	3cr
MUSI101 Enjoyment of Music	3cr
PHL101 Intro to Philosophy	3cr
PSYX230 Developmental Psychology	3cr
THTR101 Intro to Theatre	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		Freshman Year	
Fall Semester – 17 credits		Spring Semester – 15 credits	
COLS101 First Year Seminar	2cr	WRIT201 College Writing II	3cr
CAPP131 Basic MS Office	3cr	Math Core	3cr
WRIT101 College Writing 101	3cr	Social Science/History Core	3cr
LIT110 Intro to Literature	3cr	LIT223 British Lit II	3cr
LIT223 British Lit I	3cr	LIT285 Mythologies	3cr
Elective	3cr		

Sophomore Year		Sophomore Year	
Fall Semester – 16 credits		Spring Semester – 15 credits	
Natural Science Core with lab	4cr	Natural Science Core non-lab	3cr
Social Science/History Core	3cr	CRWR240 Intro to Creative Writing Workshop	3cr
LIT230 World Lit Survey	3cr	Elective	3cr
LSH201 Intro to Humanities	3cr	LIT211 American Lit II	3cr
LIT210 American Lit I	3cr	Elective	3cr

Total Credits: **63**

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

EDU231 Literature & Literacy Child	3cr
SPNS101 Elementary Spanish I	4cr
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

Journalism Pathway:

COMX111 Intro to Public Speaking
COMX115 Intro Interpersonal Communication
ECNS201 Principles Microeconomics
ECNS202 Principles Macroeconomic
WRIT122 Intro to Business Writing

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		Freshman Year	
Fall Semester – 16 credits		Spring Semester – 17 credits	
COLS101 First Year Seminar	2cr	CAPP131 Basic MS Office	3cr
WRIT101 College Writing 101	3cr	MUSI106 Music Theory II (elective) * move below	3cr
MUSI112/114 Choir or Band	1cr	MUSI136 Keyboarding Skills II	1cr
MUSI135 Keyboarding Skills I	1cr	MUSI112/114 Choir or Band	1cr
Electives	6cr	Math Core	3cr
MUSI101 Enjoyment of Music (Multicultural/Global Perspective Core)	3cr	MUSI207 World Music (Social Science/History Core)	3cr
		Elective	6cr

Sophomore Year		Sophomore Year	
Fall Semester – 15 credits		Spring Semester – 14 credits	
Natural Science Core with lab	4cr	COMX111 Intro to Public Speaking	3cr
PSYX100 Intro to Psychology	3cr	Natural Science Core non-lab	3cr
MUSI235 Keyboarding Skills III	1cr	MUSI236 Keyboarding Skills IV	1cr
MUSI212/214 Choir or Band	1cr	MUSI212/214 Choir or Band	1cr
Electives	6cr	Electives	6cr

Total Credits: **62**

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
- MUSI203 American Popular Music 3cr
- MUSI105 Music Theory I 3cr
- MUSI106 Music Theory II 3cr
- MUSI170 Intro to Music Therapy 3cr
- MUSI171 Intro to Music Therapy Ethics 3cr
- MUSI172 Intro Cross Cultural Awareness 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		Freshman Year	
Fall Semester – 16 credits		Spring Semester – 17 credits	
COLS101 First Year Seminar	2cr	CAPP131 Basic MS Office	3cr
WRIT101 College Writing 101	3cr	MUSI106 Music Theory II	3cr
MUSI105 Music Theory I	3cr	MUSI136 Keyboarding Skills II	1cr
MUSI135 Keyboarding Skills I	1cr	MUSI112/114 Choir or Band	1cr
MUSI112/114 Choir or Band	1cr	MUSI141 Aural Perception II	2cr
PSYX100 Intro to Psychology	3cr	MUSI195 Applied Music	1cr
MUSI140 Aural Perception I	2cr	Math Core	3cr
MUSI195 Applied Music	1cr	EDU222 Edu Psychology & Child Development	3cr

Sophomore Year		Sophomore Year	
Fall Semester – 15 credits		Spring Semester – 14 credits	
Natural Science Core with lab	4cr	COMX111 Intro to Public Speaking	3cr
MUSI207 World Music	3cr	Natural Science Core non-lab	3cr
MUSI235 Keyboarding Skills III	1cr	EDU211 Multicultural Education	3cr
MUSI212/214 Choir or Band	1cr	MUSI236 Keyboarding Skills IV	1cr
MUSI205 Music Theory III	3cr	MUSI212/214 Choir or Band	1cr
MUSI240 Aural Perception III	2cr	MUSI241 Aural Perception IV	2cr
MUSI295 Applied Music	1cr	MUSI295 Applied Music	1cr

Total Credits: **62**

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

- COMX115 Interpersonal Communications 3cr
- EDU201 Intro to Education w/field experience 4cr
- EDSP204 Intro to Teaching Exceptional Learners 3cr
- HSTA101 American History I 3cr
- HSTA102 American History II 3cr
- MUSE220 Intro to Comp App Music Education 2cr
- MUSE239 Beginning Conducting 1cr
- MUSI103 Fund of Musical Creation 3cr
- MUSI170 Intro to Music Therapy 3cr
- MUSI171 Intro to Music Therapy Ethics 3cr
- MUSI172 Intro to Cross Cultural Awareness Music Therapy 3cr
- MUSI203 American Popular Music 3cr
- MUSI206 Music Theory IV 3cr
- NASX105 Intro to Native American Studies 3cr
- PSYX230 Developmental Psychology 3cr

Health and Physical Education – Curriculum Plan

Freshman Year		Freshman Year	
Fall Semester – 18 credits		Spring Semester – 16 credits	
COLS101 First Year Seminar	2cr	M121 College Algebra	4cr
WRIT101 College Writing I	3cr	NASX105 Intro to Native American Studies	3cr
PSYX100 Intro to Psychology	3cr	COMX111 Intro to Public Speaking	3cr
KIN105/106 Foundations of Exercise Science	4cr	NUTR221 Basic Human Nutrition	3cr
HSTA101 American History I	3cr	EDU222 – Edu Psychology & Child Dev	3cr
HTH110 Personal Health & Wellness	3cr		

Sophomore Year		Sophomore Year	
Fall Semester – 15 credits		Spring Semester – 14 credits	
CAPP131 Basic MS Office	3cr	BIOH211/212 Anatomy & Physiology II w/lab	4cr
PSYX230 Developmental Psychology	3cr	EDU211 Multicultural Education	3cr
BIOH201/202 Anatomy & Physiology I w/lab	4cr	AHAT210 Prevention/Care of Athletic Injuries	3cr
EDU201 Intro to Education w/field experience	4cr	ECP100 First Aid/CPR	1cr
EDEC247 Child & Adolescent Development	4cr	Elective	3cr

Total Credits: **63**

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

- COMX115 Interpersonal Communications 3cr
- EDEC247 Child & Adolescent Development 4cr
- EDU201 Intro to Education w/Field Experience 3cr
- EDU222 Educational Psychology & Child Development 3cr
- EDSP204 Into to Teaching Exceptional Learners 3cr

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		Freshman Year	
Fall Semester – 14 credits		Spring Semester – 16 credits	
COLS101 First Year Seminar	2cr	PSYX230 Developmental Psychology	3cr
WRIT101 College Writing I	3cr	STAT216 Intro to Statistics	4cr
PSYX100 Intro to Psychology	3cr	Communication Core	3cr
CAPP131 Basic MS Office	3cr	Fine Arts/Humanities Core	3cr
Elective	3cr	Elective	3cr

Sophomore Year		Sophomore Year	
Fall Semester – 16 credits		Spring Semester – 15 credits	
SOCI101 Intro to Sociology	3cr	Natural Science Core non-lab	3cr
Social Science/History core	3cr	Fine Arts/Humanities Core	3cr
Natural Science Core w/lab	4cr	PSYX240 Abnormal Psychology	3cr
Psychological Statistics (via Quottly)	3cr	Electives	6cr
Elective	3cr		

Total Credits: **61**

MUS pathway: https://www.mus.edu/Qtools/CCN/Psychology_DRAFT.pdf

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

- NUTR221 Basic Human Nutrition 3cr
- BIOB161 Prin of Living Systems Lab 1cr
- SOCI260 Intro Juvenile Delinquency 3cr
- SOCI201 Social Problems 3cr
- SOCI206 Deviant Behavior 3cr
- CJUS121 Intro to Criminal Justice 3cr
- CJUS125 Fund of Forensic Science 3cr

Secondary Education – Curriculum Plan

The following curriculum plan will help prepare students for a baccalaureate degree in secondary education. Secondary Education students will designate a content focus in Math, English, Social Studied broad field, or Science broad field. Through this pathway, students can eventually become licensed to teach Math, ELA, Social Studies, and Science classes at a middle or high school level.

Freshman Year		Freshman Year	
Fall Semester – 16-18 credits		Spring Semester – 16-18 credits	
COLS101 First Year Seminar	2cr	CAPP131 Basic MS Office	3cr
WRIT101 College Writing 101	3cr	EDSP204 Intro to Teaching Exceptional Learners	3cr
EDU201 Intro to Education w/Field Experience	4cr	EDU220 Human Growth & Development	3cr
M121	4cr	BIOB101/102 Discover Biology w/lab	4cr
Content Elective	3-5cr	Content Elective	3-5cr

Sophomore Year		Sophomore Year	
Fall Semester – 15-17 credits		Spring Semester – 15-17 credits	
EDU270 Educational Technology	3cr	EDU222 Educational Psychology & Child Dev	3cr
HSTR101 Western Civilization I	3cr	EDU211 Multicultural Education	3cr
COMX111 Intro to Public Speaking	3cr	ENSC105 Environmental Science	3cr
ARTZ105 visual Language Drawing	3cr	PHL110 Intro to Ethics	3cr
Content Elective	3-5cr	Content Elective	3-5cr

Total Credits – 62-70

Content Area Electives:
Students should take the following electives sequentially to ensure thorough preparation for transference to a 4-year university.

Math	**English**	**Social Studies**	**Science**
- STAT216 - M151 - M171 - M172 *Pending student's initial math placement, students should take M234, Higher Math for K-8 Teachers, or continue through the Calculus sequence through Quottly. For Math Education students' Science elective, they should take PHSX 221/222, Physics I w/ Calculus.*	- Lit110 - Lit223 - Writ201 - Lit285 *English Education students should take CRWR 240, Creative Writing Workshop, in place of ARTZ105, Visual Language Drawing. They should also take EDU231 Lit and Literacy for Children if possible.*	- HSTA101 - HSTA102 - NASX105 - HSTR102	- CHMY141/142 - CHMY143/144 - PHSX220/221 - PHSX222/223 *Science Education students should take BIOB160/161, Principles of Living Systems w/ Lab, in place of BIOB101/102 and take BIOB170/171, Principles of Biological Diversity w/ Lab, in place of ENSC105.*

Transfer Agreements:
DCC's Education Department has transfer agreements with the following universities:

- Montana State University - Billings
- Montana State University
- University of Montana - Western
- Dickinson State University

Students in the Secondary Education program should refer to these 2+2 transfer agreements as soon as possible in the advising process to ensure a smooth transfer.

Associate of Applied Science Degrees

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.

Course requirements for earning an AAS 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
- DCC101 Dawson College Success
- CAPP131 Basic MS Office
- Computation (Math Component)
- Communication Component
- Human Relations Component
- Completion of at least 60 credit hours in courses numbered 100 or above
- Completion of a minimum of 20 credits completed at DCC

Preparation for a Job, Not For Transfer

The Associate of Applied Science (AAS) is ordinarily considered a terminal degree, and is intended to prepare students for immediate employment, usually in a technical or occupational field. **This degree is not designed for students who want to transfer, and students should not expect to apply their AAS coursework to meet the requirements of a bachelor's degree.**

1. The AAS degree title includes a designated field of study, such as Early Childhood Education or Welding Technology.
2. Approximately two-thirds of the classes are devoted to a technical or occupational field, and instead of general education courses, AAS programs of study require "related instruction" in "computation, communication, and human relations."
3. Students who decide to work on a four-year degree after completing a two-year AAS degree will have their coursework analyzed, on a class-by-class basis, to see how it fits into the bachelor's degree program of study. Some classes may satisfy the specific requirements of a major, minor, option or certificate, and some may fulfill part of the general education program.
4. **The one exception**: Some four-year campuses in the Montana University System offer a four-year, Bachelor of Applied Science degree that applies most, or all, of the Associate of Applied Science credits as the first two years of coursework for this "upside down" bachelor's degree; these programs build general education course requirements into the third and fourth year of study.

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.
- Solve common mathematical problems that are faced in business.
- Understand the economic, socio-cultural, and regulatory business environments.

Freshman Year		Freshman Year	
Fall Semester – 17 credits		Spring Semester – 18 credits	
COLS101 First Year Seminar	2cr	ACTG202 Principles of Managerial Accounting	3cr
ACTG201 Principles of Financial Accounting	3cr	BGEN235 Business Law I	3cr
CAPP131 Basic MS Office	3cr	COMX111 Intro to Public Speaking	3cr
BGEN105 Intro to Business	3cr	WRIT College Writing I	3cr
Math Component	3cr	Electives as Approved by Advisor	6cr
Elective as Approved by Advisor	3cr		

Sophomore Year		Sophomore Year	
Fall Semester – 15 credits		Spring Semester – 15 credits	
ECNS201 Principles of Microeconomics	3cr	ECNS202 Principles of Macroeconomics	3cr
BMGT237 Human Relations in Business	3cr	WRIT122 Intro to Business Writing	3cr
BMKT225 Marketing	3cr	BMGT210 Small Business Entrepreneurship (via Quottly)	3cr
Electives as Approved by Advisor	6cr	BMGT215 Human Resource Management	3cr
		Elective as Approved by Advisor	3cr

Total Credits: **65**

Math Component Options:

- M105 Contemporary Math 3cr
- M121 College Algebra 4cr
- STAT216 Intro to statistics 4cr
- COMX111 Public Speaking 3cr
- COMX115 Interpersonal Communications 3cr
- COMX220 Organizational Communications 3cr
- ARTZ105 Drawing 3cr

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 and the constitutional principles that protect the rights of individuals.
- Explain basic theories and concepts of criminal justice and criminal behavior.
- Identify and explain social and ethical issues confronting the criminal justice system.

Freshman Year		**Freshman Year**	
Fall Semester – 17 credits		Spring Semester – 18 credits	
COLS101 First Year Seminar	2cr	CJUS215 CJ Community Relations	3cr
CJUS121 Intro to Criminal Justice	3cr	PSCI260 State & Local Government	3cr
WRIT101 College Writing I	3cr	WRIT201 College Writing II **or**	3cr
PSCI210 Intro to American Government	3cr	WRIT122 Intro to Business Writing	3cr
SOCI101 Intro to Sociology	3cr	M111 Technical Math	3cr
CAPP131 Basic MS Office	3cr	PSYX100 Intro to Psychology	3cr
		COMX111 Intro to Public Speaking	3cr

Sophomore Year		**Sophomore Year**	
Fall Semester – 15 credits		Spring Semester – 15 credits	
CJUS220 Principles of Criminal Law	3cr	CJUS231 Criminal Evidence & Procedures	3cr
CJUS220 Intro to Corrections	3cr	CJUS208 Criminal Justice Ethics/Leadership	3cr
SOCI211 Intro to Criminology **or**	3cr	SOCI201 Social Problems **or**	3cr
SOCI260 Intro to Juvenile Delinquency	3cr	SOCI206 Deviant Behavior	3cr
CJUS/CJLE Professional Elective	3cr	CJUS/CJLE Professional Elective	3cr

Total Credits: **64**

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		**Freshman Year**	
Fall Semester – 16 credits		Spring Semester – 17 credits	
COLS101 First Year Seminar	2cr	EDEC230 Positive Child Guidance	4cr
EDEC215 Diversity in EC Education	4cr	EDEC130 Health, Safety, Nutrition in EC	4r
WRIT101 College Writing I	3cr	COMX111 Intro to Public Speaking	3cr
EDEC247 Child/Adolescent Development	4cr	PSYX100 Intro to Psychology **or**	3cr
CAPP131 Basic MS Office	3cr	SOCI101 Intro to Sociology	3cr
		Elective as approved by advisor	3cr

Sophomore Year		**Sophomore Year**	
Fall Semester – 16 credits		Spring Semester – 17 credits	
EDEC273 Curriculum & Environments I	4cr	EDEC275 Integrated Curriculum/Environment II	4cr
EDEC210 Meeting the Needs of Families	4cr	EDEC265 Leadership & Professionalism in EC	4cr
Math Component	3cr	Electives as approved by advisor	9cr
NASX105 Native American Studies	3cr		
Elective as approved by advisor	3cr		

Total Credits: **66**

Math Component Options:

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

Livestock Production

The Animal Science program prepares students for successful careers in management and production of livestock. Students develop entry-level knowledge, skills, aptitudes and experiences in agricultural business, science and production. This includes careers in supplies, sales, services, production, and management.

Upon successful completion of this program, students will:

- Possess a strong knowledge base in the field of agriculture and its related industries (animal science, range and soil sciences, business and marketing).
- Demonstrate knowledge, skills, attitudes, and practical experiences for entry-level employment or self-employment in the agricultural industry segments.
- Have exposure to courses in computation, communication, and human relations, which will assist students in developing an understanding and appreciation for diversity, social responsibility and the participation in pubic affairs.

Summer Internship is recommended and strongly encouraged but not required.

Freshman Year		**Freshman Year**	
Fall Semester – 15 credits		Spring Semester – 15 credits	
Math Component	3cr	COLS101 First Year Seminar	2cr
ANSC108/109 Livestock Eval w/lab	3cr	CAPP131 Basic MS Office	3cr
ANSC240 Animal Reproduction	3cr	AGED140 Ag Leadership	3cr
ACTG 201 Principles of Financial Accounting	3cr	ANSC202 Livestock Feeding & Nutrition	4cr
Human Relations Component	3cr	ANSC262 Range Livestock Production	3cr

Sophomore Year		**Sophomore Year**	
Fall Semester – 16 credits		Spring Semester – 16 credits	
NRSM101 Natural Resource Conservation	3cr	ANSC 265/266 A&P of Domestic Animals w/lab	4cr
NRSM102 Montana Range Plants	1cr	AGBE210 Economics of Ag Business	3cr
ANSC222 Livestock in Sustainable Systems	3cr	Related elective approved by advisor	3cr
ECNS201 Principles of Microeconomics	3cr	Electives as approved by advisor	6cr
ABGE105 Ag Marketing	3cr		
Elective as approved by advisor	3cr		

Total Credits: **62**

Math Component Options:

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

Human Relations Component Options:

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

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. Students must start this program in the fall semester.

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		Freshman Year	
Fall Semester – 17 credits		Spring Semester – 17 credits	
COLS101 First Year Seminar	2cr	M111 Technical Math	3cr
WLDG110 Welding Theory I	1cr	WLDG140 Intro to GTAW w/Integrated Lab	3cr
WLDG111 Welding Theory I Lab	2cr	WLDG133 GMAQ, FCAW & GMAW-P	3cr
WLDG180 Shielded Metal Arc Welding	5cr	WLDG146 Fabrication Basics II	2cr
WLDG145 Fabrication Basics	4cr	WLDG186 Weld Quality Test Prep w/lab	3cr
Communication Component	3cr	Human Relations Component	3cr

Sophomore Year		Sophomore Year	
Fall Semester – 15 credits		Spring Semester – 16 credits	
WLDG201 Welding, Measure, Trade Tools	2cr	WLDG237 Aluminum Welding Process	3cr
WLDG241 Metal Fabrication I	4cr	WLDG210 Pipe Welding	3cr
WLDG242 Metal Fabrication II	4cr	WLDG212 Pipe Welding Layout w/Lab	4cr
WLDG225 Structural Fabrication	3cr	WLDG280 Welding Testing Certification	2cr
CAPP131 Basic MS Office	3cr	WLDG281 Weld Test Certification Lab	2cr
		ECP100 First Aid/CPR	1cr

Total Credits: 67

Communication Component Options:
- COMX111 Intro to Public Speaking
- COMX115 Interpersonal Communications
- WRIT101 College Writing
- WRIT122 Intro to Business Writing

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

Certificate of Applied Science (CAS)

The certificate of applied science is a program of applied study primarily designed to prepare students for immediate employment in a job indicated by the certificate title. Training includes job skill development as well as the necessary related technical information to enhance an individual's productivity in the world of work.

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

CAS Requirements:

- Completion of the coursework that is outlined in the Plan of Study (30-45 total credits)
- Earning a minimum 2.00 cumulative grade point average from DCC
- DCC101 Dawson College Success
- CAPP131 Basic MS Office
- Computation
- Communications
- Human Relations
- Successful completion of a minimum of 1/3 of the required credit hours of the program at DCC

Livestock Production

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:
- Possess a strong knowledge base in the field of livestock production and animal science.
- Demonstrate knowledge, skills, attitudes, and practical experiences for entry-level employment or self-employment in the agricultural industry segments.
- Have exposure to courses in computation, communication and human relations.

Freshman Year		Freshman Year	
Fall Semester – 15 credits		Spring Semester – 15 credits	
Math Component	3cr	COLS101 First Year Seminar	2cr
ANSC108/109 Livestock Eval w/lab	3cr	CAPP131 Basic MS Office	3cr
ANSC240 Animal Reproduction	3cr	AGED140 Ag Leadership	3cr
ACTG 201 Principles of Financial Accounting	3cr	ANSC202 Livestock Feeding & Nutrition	4cr
Human Relations Component	3cr	ANSC262 Range Livestock Production	3cr

Total Credits: **30**

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

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

Early Childhood Education

Early Childhood Education Certificate program provides a competency based curriculum and lab experience for students who wish to work in early education and care. When entering the Early Childhood Education Program proof of immunization and a criminal background check are required for the lab experience at a licensed childcare program, Early Head Start/Head Start, or early elementary school classroom.

Students completing this program successfully will be able to:

- Utilize knowledge of child development to design and deliver developmentally appropriate practices tailored to individual children's needs, considering their emotional and social, physical, communication and cognition development from birth through age eight.
- Foster relationships with children through effective positive guidance techniques, encouraging positive social interactions and promoting development within a safe, healthy, supportive, and play-based learning environment.
- Employ various assessment strategies to inform curriculum planning and individualize instruction while actively engaging families and the community through open communication and respect for diverse needs.
- Demonstrate a comprehensive understanding of early childhood best practices, including legal considerations, professional development opportunities, and knowledge of state and national regulations to enhance program quality.

Freshman Year		Freshman Year	
Fall Semester – 16 credits		Spring Semester – 17 credits	
COLS101 First Year Seminar	2cr	EDEC230 Positive Child Guidance	4cr
EDEC215 Diversity in EC Education	4cr	EDEC130 Health, Safety, Nutrition in EC	4cr
WRIT101 College Writing I	3cr	COMX111 Intro to Public Speaking	3cr
EDEC247 Child/Adolescent Development	4cr	PSYX100 Intro to Psychology **or**	3cr
CAPP131 Basic MS Office	3cr	SOCI101 Intro to Sociology	3cr
		Elective as approved by advisor	3cr

Total Credits: **33**

Math Component Options:

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

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 start program only.

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		Freshman Year	
Fall Semester – 17 credits		Spring Semester – 17 credits	
COLS101 First Year Seminar	2cr	M111 Technical Math	3cr
WLDG110 Welding Theory I	1cr	WLDG140 Intro to GTAW w/Integrated Lab	3cr
WLDG111 Welding Theory I Lab	2cr	WLDG133 GMAQ, FCAW & GMAW-P	3cr
WLDG180 Shielded Metal Arc Welding	5cr	WLDG146 Fabrication Basics II	2cr
WLDG145 Fabrication Basics	4cr	WLDG186 Weld Quality Test Prep w/lab	3cr
Communication Component	3cr	Human Relations Component	3cr

Total Credits: **34**

Communication Component Options:
- COMX111 Intro to Public Speaking
- COMX115 Interpersonal Communications
- WRIT101 College Writing
- WRIT122 Intro to Business Writing

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

Career Certificate

Career Certificates is a short academic or technical program of between 9 and 15 semester credits designed to provide a student with well-defined competency or a focus of **study in an industry-accepted block** of entry-level skills. **Not Financial Aid eligible.**

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

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.

Technical Skills Tiers I-IV

ECP100 First Aid/CPR is strongly recommended.

12-15 credits of Technical Credits per Tier certificate from the following plans of study:
- Animal Livestock Production
- Business Management
- Criminal Justice
- Early Childhood Education
- Welding Technology

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

Course 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 Director of Academic Affairs.
- The entry listed after the semester indicates the number of semester hours of credit the course carries.

Terminology

- Pre-requisite: Course must be taken prior to enrolling in this course.
- Co-requisite: Course must be taken the same term as this course.
- Courses that meet the requirements of General education Program are labeled as such: Communications-Oral; communications-Written; Mathematics; Humanities & Fine Arts; History & Social Sciences; History; Cultural Diversity
- Courses listed neither on a program page nor on the General Education Core page may be rarely offered.

Course Numbers and Classification

Courses are given general classification according to their numbers as follows:

- 001-099 Courses: These courses are designated to provide students with support to improve academic skills. Such courses do not count toward graduation and are not transferable to other institutions.
- 100-299 General Introductory Lower-Division Courses: These courses may be taken by either freshmen or sophomores. If appropriate to student's major, they may be transferable to other colleges and universities for full credit value.
- 191/291 Special Topics: Courses not required in any curriculum, for which there is a particular need, or given on a trial basis to determine demand.
- 292 Independent Study Courses: DCC offers two categories of independent study:
  - Regular coursework equivalent. When the course is not available for the semester, students may take a regular course by independent study. Course requirements are the same as for regular courses. Students must complete an Independent Study Course form to be signed by the instructor, the student, and approved by the Vice President of Academic Affairs. The syllabus and calendar of expected activities must be included with the form.
  - Independent study for which there is no course equivalent. Students must obtain approval from a sponsoring instructor and work with that instructor in developing an individual contract that states the objectives, resources to be used, method(s) of evaluation, and relationship of the independent study to their educational objectives. Permission of both the sponsoring instructor and the Vice President of Academic Affairs is required through the Independent Study form.
- 294 Seminars or Workshops: Seminars or workshops are typically one or two credit courses within a subject area organized for the study of a special topic of interest.
- 295 Practicum Courses: Students may enroll in practicum experience courses, which are numbered 295 under the appropriate departmental heading. These courses are designed to give students practical training in various disciplines.
- 298 Internship Courses: Internship courses are planned and supervised work-learning experiences in business, industry, government, education, or community service agencies which are related to a student's program of study. The courses are initiated through learning objectives defined by an agreement between the student, faculty member, Internship Coordinator, and work supervisor. To be eligible, students must have completed one semester at DCC with an institutional grade point average of no less than 2.0 and submit a letter of recommendation from a staff or faculty member. A maximum of six credits will be counted toward graduation. All internship courses are numbered 298 under the appropriate department heading.

Dual Enrollment Course Requirements:
• Courses eligible will be 100 or 200 level college courses included in the Catalog and having the same course prefix, number, title, credits, and outcomes as those established by DCC.
• The syllabus for a dual enrollment course must include the same content, outcomes, and bases for assessment of student achievement of outcomes as other non-campus sections of DCC course.
• Dual credit courses must meet the outcomes for the course approved by DCC, as well as the content and performance standards for the local district curriculum and all other applicable accreditation standards.
• DCC faculty in the discipline and/or the Vice President of Academic Affairs will verify through site visits and other measures that the curriculum of concurrent enrollment courses reflects the pedagogical, theoretical, and philosophical orientation of the College.

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.

Accounting

ACTG201 Principles of Financial Accounting **F, 3 credits**
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 Principles of Managerial Accounting **S, 3 credits**
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.

Activities-Varsity

ACTV120 Basketball I-Varsity **F, 1 credit**
Enrollment is restricted to varsity team members and managers.

ACTV121 Basketball II-Varsity **S, 1 credit**
Enrollment is restricted to varsity team members and managers.

ACTV125 Cross Country I-Varsity **F, 1 credit**
Enrollment is restricted to varsity team members and managers.

ACTV126 Track and Field I-Varsity **S, 1 credit**
Enrollment is restricted to varsity team members and managers.

ACTV131 Softball I-Varsity **F, 1 credit**
Enrollment is restricted to varsity team members and managers.

ACTV133 Softball II-Varsity **S, 1 credit**
Enrollment is restricted to varsity team members and managers.

ACTV140 Baseball I-Varsity **F, 1 credit**
Enrollment is restricted to varsity team members and managers.

ACTV143 Baseball II-Varsity **S, 1 credit**
Enrollment is restricted to varsity team members and managers.

ACTV151 Esports I-Varsity **F, 1 credit**
Enrollment is restricted to varsity team members and managers.

ACTV152 Esports II-Varsity **S, 1 credit**
Enrollment is restricted to varsity team members and managers.

ACTV160 Rodeo I-Varsity **F, 1 credit**
Enrollment is restricted to varsity team members and managers.

ACTV163 Rodeo II-Varsity **S, 1 credit**
Enrollment is restricted to varsity team members and managers.

ACTV170 Volleyball I-Varsity **F, 1 credit**
Enrollment is restricted to varsity team members and managers.

ACTV173 Volleyball II-Varsity **S, 1 credit**
Enrollment is restricted to varsity team members and managers.

ACTV220 Basketball III-Varsity **F, 1 credit**
Enrollment is restricted to varsity team members and managers.

ACTV221 Basketball IV-Varsity **S, 1 credit**
Enrollment is restricted to varsity team members and managers.

ACTV225 Cross Country II-Varsity **F, 1 credit**
Enrollment is restricted to varsity team members and managers.

ACTV226 Track and Field II-Varsity **S, 1 credit**
Enrollment is restricted to varsity team members and managers.

ACTV231 Softball III-Varsity **F, 1 credit**
Enrollment is restricted to varsity team members and managers.

ACTV233 Softball IV-Varsity **S, 1 credit**
Enrollment is restricted to varsity team members and managers.

ACTV240 Baseball III-Varsity **F, 1 credit**
Enrollment is restricted to varsity team members and managers.

ACTV243 Baseball IV-Varsity **S, 1 credit**
Enrollment is restricted to varsity team members and managers.

ACTV251 Esports III-Varsity **F, 1 credit**
Enrollment is restricted to varsity team members and managers.

ACTV252 Esports IV-Varsity **S, 1 credit**
Enrollment is restricted to varsity team members and managers.

ACTV260 Rodeo III-Varsity **F, 1 credit**
Enrollment is restricted to varsity team members and managers.

ACTV263 Rodeo IV-Varsity **S, 1 credit**
Enrollment is restricted to varsity team members and managers.

ACTV270 Volleyball III-Varsity **F, 1 credit**
Enrollment is restricted to varsity team members and managers.

ACTV273 Volleyball IV-Varsity **S, 1 credit**
Enrollment is restricted to varsity team members and managers.

Agricultural Business & Economics

AGBE105 Ag Marketing **F, 3 credits**
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 Economics of Agricultural Business **S, 3 credits**
Social Science/History Core
Pre-requisite: Microeconomics or Macroeconomics
Discuss 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.

Allied Health: Athletic Training

AHAT210 Prevention/Care of Athletic Injuries **F, 3 credits**

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.

Animal Science

ANSC100 Introduction to Animal Science **F, 3 credits**
Natural Science Core
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 Intro Livestock Evaluation I **F, 2 credits**
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 Intro Livestock Evaluation I Lab **F, 1 credit**
Co-requisite: ANSC108
See ANSC108

ANSC202 Livestock Feeding and Nutrition **S, 4 credits**
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.

ANSC222 Livestock in Sustainable Systems **F, 3 credits**
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.

ANSC240 Animal Reproduction **F, 3 credits**
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 Range Livestock Production **S, 3 credits**
Prerequisite: 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 Anatomy & Physiology of Domestic Animals **S, 3 credits**
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 Anatomy & Physiology of Domestic Animals Lab **S, 1 credit**
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.

Art: Art History

ARTH160 Global Visual Culture **F/S, 3 credits**
Fine Arts/Humanities Core or Cultural Diversity Core
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 learn to identify key works of art by geographic location, style, and artist.
- Students will learn to analyze fictional

ARTH200 Art of World Civilization I **F/Alt Yr, 3 credits**
Fine Arts/Humanities Core, Social Science/History Core or Cultural Diversity Core
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 Art of World Civilization II **S/Alt Yr, 3 credits**
Fine Arts/Humanities Core, Social Science/History Core, or Cultural Diversity Core
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.

ARTH230 Intro to History of Sequential Art **S 3 credits**
Fine Arts/Humanities and Cultural Diversity Core
This course is a history of sequential art from a global perspective, its beginnings, influences, and development. Sequential art has many forms: cave painting, hieroglyphs, Asian scroll paintings, battle tapestries, comics, comic books, 2D hand drawn animation, graphic novels, and video games. This course examines the art of storytelling with visuals which unfold in a specific order to convey a narrative.

Student Learning Outcomes
Upon completion of the course students will be complete the following outcomes with a 70% competency (if it is a course that requires a grade other than a C- for graduation, change competency percentage)

- Students will identify time periods and cultures wherein sequential art in its many forms is found.
- Students will analyze the different ways in which narrative is created through visuals.
- Students will be able to apply the learned information by writing a final college-level research paper, or by creating an original sequential artwork that contains elements of concepts learned in this course.

ARTH251 Introduction to History of Women in Arts **F, 3 credits**
Fine Arts/Humanities and Cultural Diversity Core
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.

Art: Visual Arts

Please Note: Studio Art Courses – Students are required to purchase an art kit of supplies for studio art classes. Cost of these supplies will vary from class to class. Supply kits are available from the art instructor and students will be given their art kits during 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 Beginning Art **F, 3 credits**
Fine Arts/Humanities Core
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 Visual Language – Drawing **F/S, 3 credits**
Fine Arts/Humanities Core
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 Visual Language – 2D Foundations **F/S, 3 credits**
Fine Arts/Humanities Core
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 a 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:
- Describe and use the basic elements of color and design.
- Make informed judgments about the aesthetic impact and intellectual value of design principles and color applications.
- Demonstrate skill (and professionalism) in applying the ideas of basic design principles and color theory to actual fine arts projects.
- Plan and organize two-dimensional expression through painting, graphic design, color theory and composition.
- Distinguish between content (what artists want to say) and form (how an artist says it) with emphasis on creativity and critical thinking skills.

ARTZ108 Visual Language – 3D Foundations **F/S, 3 credits**
Fine Arts/Humanities Core
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 a 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 critical thinking, metaphor, and collaboration.

ARTZ211 Drawing I **F/S, 3 credits**
Fine Arts/Humanities Core
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 Drawing Studio **F/S, 3 credits**
Fine Arts/Humanities Core
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 Illustration **F, 3 credits**
Fine Arts/Humanities Core
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 Painting I **F/Alt Yr, 3 credits**
Fine Arts/Humanities Core
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:
- Demonstrate the basic technical aspects of paint handling and manipulation, formal composition, and color theory and mixing.
- Discuss critical and conceptual concerns, such as visual problem solving and development of personal expression and visual language.

ARTZ222 Painting Studio **S/Alt Yr, 3 credits**
Fine Arts/Humanities Core
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 Watercolor I **Su, 3 credits**
Fine Arts/Humanities Core
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 Watercolor Studio **Su, 3 credits**
Fine Arts/Humanities Core
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.

Astronomy

ASTR110 Introduction to Astronomy **F, 3 credits**
Natural Science Core
An introduction to contemporary astronomy that explores the nature, methods, and limitations of scientific inquiry within the context of our struggle to understand the structure and evolution of the Universe. Topics include the history of astronomy, motions of the night sky, the solar system, stellar evolution, galaxies, and cosmology.

Student Learning Outcomes:
- Understand motions of the night sky including seasonal and circumpolar stars, phases of the moon, eclipses and seasons.
- Know that the electromagnetic spectrum consists of many kinds of light and all light shares three aspects: travel speed, spreading out (1/r2 law) and that it travels in waves.
- Demonstrate an understanding of how stars are classified and why the HR diagram is useful.

- Demonstrate an understanding of the basics of stellar evolution and how astronomers determine how this is the case.
- Know the basics of our solar system.
- Have an historic perspective of astronomy and know how our views of the universe have evolved over the centuries

ASTR111 Introduction to Astronomy Lab **F, 1 credit**
Natural Science Core
ASTR 111 Is a laboratory to accompany ASTR 110 with practical knowledge of the night sky, the ability to evaluate scientific data, solve basic problems, and compose laboratory reports.

Student Learning Outcomes:
- Recognize key features of the appearance of the night sky and astronomical objects
- Assess experimental data for accuracy and consistency
- Evaluate whether the results of experiment support or contradict a hypothesis
- Solve quantitative problems in astronomy using physical laws and principles
- Compose written reports on topics in astronomy

Biology: General

BIOB101 Discover Biology **F/S, 3 credits**
Natural Science Core
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 Discover Biology Laboratory **F/S, 1 credit**
Natural Science Core
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 Plant Science **S, 3 credits**
Natural Science Core
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 Principles of Living Systems **F, 3 credits**
Natural Science Core
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:
- Describe the characteristics of life.
- 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 prokaryotic and eukaryotic cells,
- Demonstrate understanding of the purpose and components of cellular respiration, fermentation, and photosynthesis.
- Demonstrate understanding in biological processes of mitosis, meiosis, DNA replication, and protein synthesis.
- Describe the central dogma of molecular biology, demonstrate basic understanding of genetics and cellular reproduction;
- Describe the evolution and explain several mechanisms that influence evolutionary change.

BIOB161 Principles of Living Systems Lab **F, 1 credit**
Natural Science Core
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 Principles of Biological Diversity **S, 3 credits**
Natural Science Core
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 evolution and explain several mechanisms that influence evolutionary change which leads to the great diversity of life on earth.
- Compare the structural adaptations, life processes, and life cycles of prokaryotes and eukaryotes (protists, fungi, plants, and animals).
- 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 Principles of Biological Diversity Lab **S, 1 credit**
Natural Science Core
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:

- Demonstrate lab safety and develop skills in properly handling laboratory equipment and instruments and describe the functions of each.
- Examine and identify structures of living and preserved prokaryotes and eukaryotes (protists, fungi, plants, animals) using a compound light microscope, dissecting microscope, and macroscopically with dissection procedures.

Biology: Human

BIOH201 Human Anatomy and Physiology I (Equivalent to BIOH301) F, 3 credits
Natural Science Core
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 and describe the structure and function of the human body as integrated components.
- Apply knowledge of chemical concepts, cell biology, and histology to physiology.
- Investigate the anatomy and physiology of cells, selective metabolic pathways and primary tissues of the body.
- Describe the body activities used to maintain homeostasis 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 Human Anatomy and Physiology I Lab (Equivalent to BIOH302) F 1 credit
Natural Science Core
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 Human Anatomy and Physiology II (Equivalent to BIOH311) S, 3 credits
Natural Science Core
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 Human Anatomy and Physiology II Lab (Equivalent to BIOH312) S, 1 credit

Natural Science Core
Co-requisite: BIOH211
A series of laboratory experiments and exercises illustrating and supporting concepts studied in BIOH211. Additional fee required.

Student Learning Outcomes:
- Correctly use anatomical terminology as it relates to the human body
- Use microscopy, dissection and models to correctly identify and provide detailed explanation of the structure and function of the nervous, endocrine, cardiovascular, and other systems time permitting.
- Demonstrate lab safety.

Biology: Micro

BIOM250 Microbiology for Health Sciences **S, 3 credits**
Natural Science Core
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 Microbiology for Health Sciences Lab **S, 1 credit**
Natural Science Core
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.

Business: Finance

BFIN205 Personal Finance (Equivalent to BFIN305) **F/S, 3 credits**
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.

Business: General

BGEN105 Introduction to Business **F, 3 credits**
Social Science/History Core
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 Business Law **S, 3 credits**
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.

Business: Management

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

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 Human Resource Management **S, 3 credits**

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.

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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

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.

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 Pharmacology/Addictions **F, 2 credits**
This course examines the neurobiology behind addiction along with the pharmacology of prescribed medications and illegal substances.

Student Learning Outcomes:
- Understand the neurobiology behind addiction
- Have a more thorough concept of drug classifications, effects, detoxification, and withdrawal
- Be able to identify the four main categories of drugs: stimulants, depressants, hallucinogens, and narcotics.
- Increase understanding of medication effects, interactions, and side effects.

CAS233 Chemical Dependency & Addiction Theory **F, 3 credits**
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:
- Create a better understanding of the various therapies used to treat addiction
- Understand how to implement different therapy techniques
- Start to develop a personal style of counseling

CAS252 Gambling/Gaming Disorders in Substance Abuse Counseling **S, 2 credits**
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-TR. This course is taught online.

Student Learning Outcomes:
- Learn about gambling trends and what makes gambling addictive
- Identify gender and age differences in the gambling world
- Understand the mental health struggles associated with Gambling Addiction

- Comprehend how to assess, classify, and diagnose Gambling Disorders
- Practice documentation associated with diagnosing/assessing Gambling Disorders.

CAS254 Co-Occurring Disorders **S, 2 credits**

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

Student Learning Outcomes:

- Be able to define what a co-occurring disorder is.
- Be able to identify the most common co-occurring disorders.
- Improve comprehension of the relationship, causes, and symptoms between addiction and psychiatric disabilities.
- Understand treatment complications while working with co-occurring disorders

CAS256 Group Counseling **F, 3 credits**

Group counseling will provide an overview of why groups are beneficial/important. This course will provide students with an understanding of how to lead a group session, what topics are appropriate, necessary, and valid to discuss, and what the outcomes should be. In addition, student will become more aware of ethical concerns related to counseling in group settings.

Student Learning Outcomes:

- Identify the benefits and importance of group counseling.
- Know how to properly lead a group counseling session.
- Practice and describe a variety of group counseling topics and ideas that would be beneficial in a group setting.
- Identify ethical concerns associated with group counseling.

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

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:

- Demonstrate the overall principles of documentation and assessment in chemical addiction counseling.
- Apply, score, interpret, and use the results of appropriate assessment instruments such as: SUDDS, SASSI-4, MAST, CAGE, CRAFFT, DAST-10, DAST-20, AUDIT, etc.
- Apply the DSM-5-TR, ASAM criteria, BioPsychSocial interview, and intake and exit interview to create a comprehensive treatment summary.
- Create treatment plans and progress notes (DAP and SOAP) and identify the 5 stages of change

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

This is an in-depth course focusing on developing effective and accurate individual notes, group notes, and treatment plans. Students will also expand their knowledge on ASAM 4th Ed. (American Society of Addiction Medicine) patient placement criteria, levels of care, and the stages of change.

Student Learning Outcomes:

- Properly document individual and group notes using DAP & SOAP formatting.
- Understand how to design a comprehensive treatment plan to help clients work through a variety of presenting problems.
- Know how to document using ASAM's six Dimensions.
- Have a more thorough understanding of how to individualize and document appropriate levels of care for clients.
- Identify the Stages of Change and how to determine which stage a client is in.

CAS265 Multicultural Competencies and Ethics **F, 2 credits**

This course is designed to examine cultural and ethical constructs related to addiction counseling. It examines culturally based perspectives along with approaches on counseling clients from non-dominant cultures. In addition, general and specific counselor ethics/ethical situations will be explored.

Student Learning Outcomes:

- Understand the ethical and legal considerations specifically related to the practice of addiction counseling.
- Recognize, comprehend, and adhere to the ethical and legal standards in addictions counseling (2021 NAADAC/NCC AP Code of Ethics).
- Acquire the ability to modify counseling systems, theories, techniques and interventions to make them culturally appropriate for diverse populations.
- Identify and understand personal cultural competence and the influence cultural dynamics has on clients and work as a counselor.
- Understand and discover interventions and techniques for working with clients how struggle with co-occurring disorders

CAS268 Alcohol and Drug Studies **S, 2 credits**
This course is designed as a comprehensive and practical overview on how to counsel all people with addictions. The information presented will help students, in the counseling profession, chose a model of addiction they support. It will also present various avenues a counselor can take so they are able to offer the client the most beneficial treatment/counseling.

Student Learning Outcomes:
- Identify and support their preferred model of addiction.
- Understand the roles Addiction Counselors take in order to individualize treatment for a variety clients in various stages of addiction.
- Be able to identify different types of counseling methods and how/when to use them effectively.
- Become more informed on current research studies and findings when it comes to understanding and treating Addiction

Chemistry

CHMY121 Intro to General Chemistry **F, 3 credits**
Natural Science Core
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 Intro to General Chemistry Lab **F, 1 credit**
Natural Science Core
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 Intro to Organic and Biochemistry **S, 3 credits**
Natural Science Core
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 Intro to Organic & Biochemistry Lab **S, 1 credit**
Natural Science Core
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 College Chemistry I **F, 4 credits**
Natural Science Core
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 College Chemistry Lab I **F, 1 credit**
Natural Science Core
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 College Chemistry II **S, 4 credits**
Natural Science Core
Prerequisite: CHMY141/CHMY142 or consent of instructor
Co-requisite: CHMY144
A continuation of CHMY141 including intermolecular forces, solutions, chemical kinetics, chemical equilibrium, acid/base equilibria, thermodynamics, electrochemistry, nuclear chemistry.

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 College Chemistry II Lab **S, 1 credit**
Natural Science Core
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.

Coaching

COA205 Introduction to Coaching **F, 3 credits**

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.

Communications

COMX111 Introduction to Public Speaking **F/S 3 credits**
Communication Core or Humanities Core
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 Intro Interpersonal Communications **F/S, 3 credits**
Communication, Social Science/History Cores
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.

COMX220 Intro Organizational Communications **F, 3 credits**
Communication Core
As a student in this course, you will learn the most important topics of Interpersonal Communication. You will first be presented with an overview of essential forms of communication. From there you will move into the applications.

Student Learning Outcomes:
- Explain the basic concepts in the field of organizational communication;

- Describe a range of perspectives, theories and issues to explore the ways in which varied perspectives can shape, expand, or limit our Explaining of communicating and organizing;
- Apply theoretical knowledge to an Explaining of real world processes through class discussion and other exercises;
- Develop and enhance your analytical organizational communication skills;
- Connect theory and research to your own lived experiences in organizations.

Computer Applications

CAPP131 Basic MS Office **F/S, 3 credits**
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

CAPP151 MS Office **S, 3 credits**
Prerequisite: CAPP131 or equivalent
Advanced Office will focus on advanced features of Microsoft Word, Excel and PowerPoint and the Microsoft Access software programs. A unit on QuickBooks software will also be included.

Student Learning Outcomes:
- Explore and utilize the advanced features of Microsoft Word, Excel, PowerPoint and Access.
- Become proficient in using the Microsoft Office suite across a broad range of practical applications.
- Learn to format, create and edit customized documents, spreadsheets, presentations, tables, reports, worksheets, and queries.
- Introduce students to the basic functions and operations of Quicken software.

CAPP156 MS Excel **S, 3 credits**
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, and 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.

Creative Writing

CRWR110 Beginning Fiction **F, 3 Credits**
Fine Arts/Humanities Core
This course serves as an introduction to writing fiction. By taking this course, students will learn and refine the skills

needed to write a short piece of fiction. This process will include examining mentor texts, peer feedback workshops, and large amounts of revision. By the end of the course, students will have written an entire short story in a chosen genre.

Student Learning Outcomes:
- Write and revise a short story of about fifteen pages.
- Critique, regularly and comfortably, other students' writing.
- Demonstrate professionalism in writing habits and final draft presentation.
- Explain the difference between "literary" and "commercial" fiction.
- Read and comprehend a text on writing fiction.

CRWR240 Intro to Creative Writing **F/S, 3 Credits**
Communication Core or Fine Arts/Humanities Core
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

Criminal Justice

CJUS121 Introduction to Criminal Justice **F, 3 credits**
Social Science/History Core
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 affect the criminal justice system (4th, 5th, 6th, 8th, and 14th Amendments).
- Assess future trends in law enforcement, adjudication and post-conviction processes.

CJUS125 Fundamental of Forensic Science **S, 3 credits**
Natural Science Core
An overview of principles, practices, concepts and theories applicable to scientific investigation procedures of law enforcement agencies and the criminal justice system.

Course Learning Objectives:
- 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 Principles of Criminal Law **F, 3 credits**

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 and 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 CJ Ethics and Leadership **S, 3 credits**

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 CJ Community Relations **S, 3 credits**

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 Introduction to Corrections **F, 3 credits**

Social Science/History Core

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 Profiling Violent Crime **F, 3 credits**

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 Criminal Evidence and Procedure **S, 3 credits**

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.

CJUS290 Undergraduate Research **F/S, 0.5-10 credits**

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

Criminal Justice/Law Enforcement

CJLE105 Police Patrol Procedures **F, 3 credits**

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.

CJLE200 Reserve Officer Training **F, 5 credits**
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:
- Identity 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 Criminal Investigation **S, 3 credits**
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.

Drafting Design

DDSN114 Intro to CAD **S, 3 credits**
This course provides a comprehensive introduction to Computer-Aided Design (CAD) using Autodesk Fusion 360, a powerful cloud-based 3D design software. Students will gain hands-on experience in designing, modeling, and prototyping objects, with a focus on real-world applications. The course covers essential CAD concepts and tools, including sketching, modeling, assemblies, and rendering. Throughout the course, students will work on various projects to build their understanding of parametric design, advanced modeling techniques, and collaborative workflows. By the end of the course, students will have the skills to create detailed 3D models, manage design projects, and export files for manufacturing or 3D printing. This course is ideal for beginners looking to start a career in design, engineering, or manufacturing or for hobbyists interested in developing their CAD skills.

Student Learning Outcomes:
- Apply basic CAD commands to draw and edit a 2D object;
- Annotate a CAD drawing, including adding patterns, fills, symbols, and text;
- Modify a drawing using editing techniques;
- Correctly dimension a 2D drawing;
- Plot and scale drawings;
- Print a CAD drawing to scale.

Early Childhood Education

EDEC130 Health, Safety, and Nutrition in Early Childhood (Integrated Lab) **S, 4 credits**
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

EDEC210 Meeting the Needs of Families (Integrated Lab) **F, 4 credits**
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 Diversity in Early Childhood Education **F, 4 credits**
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 Positive Child Guidance (Integrated Lab) **S, 4 credits**
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 Child and Adolescent Development (Integrated Lab) **F, 4 credits**
Social Science/History Core
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 Infant/Toddler Development and Group Care F/S, 4 credits
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 Leadership & Professionalism in Early Childhood Ed (Integrated Lab) S, 4 credits
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 Curriculum and Environments I (Integrated Lab) F, 4 credits
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 visuals arts inclusive of the works of American Indian artists and art in Montana

EDEC275 Integrated Curriculum and Environments II (Integrated Lab) **S, 4 credits**
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.

Economics

ECNS201 Principles of Microeconomics **F, 3 credits**
Social Science/History Core
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 Principles of Macroeconomics **S, 3 credits**
Social Science/History Core
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.

Education

EDU201 Intro to Education w/ Field Experience (Integrated Lab) **F, 4 credits**
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 Multicultural Education **F, 3 credits**
Cultural Diversity Core
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 Human Growth and Development **F, 3 credits**
Social Science/History Core
This course will examine human development through the lens of learning. Students will learn various theories regarding how children obtain physical, cognitive, and social capacities through both nature and nurture. Students will also examine how educational practices support academic and social development, as well as how education systems can provide interventions for students who need additional academic and socio-emotional support.

Student Learning Outcomes:

- Demonstrate a working knowledge of major theories of human development,
- Demonstrate a working knowledge of their applicability to instructional situations,
- Demonstrate instructional practices at different age levels.
- Students will develop skills in interacting with students in an informal learning environment.

EDU222 Educational Psychology & Child Development **F, 3 credits**

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 Literature and Literacy for Children **S, 3 credits**

Cultural Diversity Core

This course is designed to help prospective teachers learn the fundamentals of literacy acquisition for students throughout their education. This course emphasizes the science of reading throughout a child's development. Topics include phonemic awareness and development, phonics, fluency, comprehension, vocab acquisition, and decoding. Students will also learn how to select appropriate texts for children's literacy development, as well as how to discern between effective and ineffective literacy curriculums.

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 Instructional Technology **S, 3 credits**

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 K12 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.

EDSP204 Intro to Teaching Exceptional Learners **S, 3 credits**
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.

Emergency Care Provider

ECP100 **F/S, 1 credit**
This is the American 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.

Environmental Sciences

ENSC105 Environmental Science **S, 3 credits**
Natural Science Core and Cultural Diversity Core
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

Equine Horsemanship

EQUH110 Western Equitation **F, 3 credits**
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.

EQUH210 Intermediate Western Equitation **S, 3 credits**
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 four 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 Starting Colts **F, 2 credits**
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 Developing the Young Horse **S, 2 credits**
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.

Geoscience: Geography

GPHY111 Introduction to Physical Geography **F, 3 credits**
Natural Science Core

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 Introduction to Physical Geography Laboratory **F, 1 credit**
Natural Science Core
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 Geography of World Regions **S, 3 credits**
Social Science/History Core or Cultural Diversity Core
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.

Geoscience: Geology

GEO101 Introduction to Physical Geology **S, 3 credits**
Natural Science Core
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 Introduction to Physical Geology Laboratory **S, 1 credit**
Natural Science Core
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

Health

HTH110 Personal Health and Wellness **S, 3 credits**
Social Science/History Core
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 Health Issues for Educators **F, 3 credits**
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

History: American

HSTA101 American History I **F, 3 credits**
Fine Arts/Humanities Core, Social Science/History Core, or Cultural Diversity Core
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 American History II **S, 3 credits**
Fine Arts/Humanities Core, Social Science/History Core, or Cultural Diversity Core
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 Introduction to the American West **S, 3 credits**
Social Science Core or Cultural Diversity Core
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 Montana History **S, 3 credits**
Social Science/History Core
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.

History: Western and World

HSTR101 Western Civilization I **F, 3 credits**
Fine Arts/Humanities Core, Social Science/History Core, or Cultural Diversity Core
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 Western Civilization II **S, 3 credits**
Fine Arts/Humanities Core, Social Science/History Core, or Cultural Diversity Core
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 Modern World History **S, 3 credits**
Social Science/History Core and Cultural Diversity Core
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 World Religions and Society **F, 3 credits**
Cultural Diversity Core
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.

Kinesiology

KIN105 Foundations of Exercise Science **F, 3 credits**
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 Foundations of Exercise Science Lab **F, 1 credit**
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.

KIN205 Foundations in Health and Human Performance **S, 3 credits**
Exercise science encompasses a growing number of subdisciplines, each aimed at integrating the unique demands of Human movement and the basic science associated with the subdiscipline. The aim of this course is for students to learn the science of exercise and movement by demonstrating knowledge of the major sub disciplines from the perspective of definitions, basic science, and application to health, fitness, and athletic performance.

Student Learning Outcomes:

- Understand, define, and communicate the uniquely broad scope of HHP and how it relates to other educational domains and the larger education environment.
- Recognize the various academic emphases (disciplines and sub-disciplines) that comprise the study of HHP and what they offer in terms of career potential.
- Develop a distinct understanding and appreciation for the significant contributions of history and philosophy in the development, study and current practices of HHP
- Develop a keen awareness of the role ethics plays in HHP applications.
- Increase awareness of the current issues impacting HHP, education and society.
- Understand the distinctive role the (mind/body) concept plays in the study and practice of HHP

KIN210 Principles of Strength and Conditioning **F, 3 credits**

This course is designed to introduce the prospective coach, physical educator, or persons interested in an allied health profession to the principles of strength and conditioning. This course will look into the science of strength and conditioning as well as proper technique, prescription, and programming. This course will also touch on endocrine responses, adaptations, and the biomechanics of strength and conditioning training.

Student Learning Outcomes:

- Demonstrate an understanding of the components of fitness and how they contribute to health and athletic performance.
- Describe appropriate physical training methods for enhancement of fitness components.
- Identify the neuromuscular, hormonal, bioenergetics, and cardiorespiratory responses and adaptations to resistance training and conditioning.
- Discuss biomechanical principles relevant to resistance training.
- Analyze and apply resistance training principles to improve key characteristics, such as: muscular strength, power, hypertrophy, and endurance.
- Compare and design resistance/strength training programs applicable and beneficial for varying populations.

Liberal Studies and Humanities

LSH101 Introduction to Humanities-Contemporary **F, 3 credits**
Fine Arts/Humanities Core

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 Intro to Humanities **F, 3 credits**
Fine Arts/Humanities Core

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 Introduction to Lit **F/S 3 credits**
Fine Arts/Humanities Core
Introduction to 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.
- 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.

LIT223 British Lit I **F, 3 credits**
Fine Arts/Humanities Core
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 British Lit II **S, 3 credits**
Fine Arts/Humanities Core
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 World Literature Survey **S, 3 credits**
Fine Arts/Humanities Core or Cultural Diversity Core
This course studies representative texts and traditions of world literature, from origins to contemporary times. Diversity of historical and cultural contexts is emphasized.

Student 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.

LIT285 Mythologies **S, 3 credits**
Fine Arts/Humanities Core or Cultural Diversity Core
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.

Mathematics

M090 Introductory Algebra **F, 3 credits**
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:
- Perform arithmetic operations with real numbers
- Simplify linear, exponential and polynomial expressions
- Set up and solve application problems using ratios and proportions
- Solve linear equations and inequalities in one variable
- Graph linear equations in two variables
- Recognize and determine equations of lines

M095 Intermediate Algebra **F, 4 credits**
Prerequisite: Math Placement Test, complete M090 with C- or better, or consent of instructor.
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 Contemporary Math **F/S, 3 credits**
Mathematics Core
Prerequisite: Math Placement Test or consent of instructor.
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

M111 Technical Mathematics **F/S, 3 credits**

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 College Algebra **F/S, 4 credits**

Mathematics Core

Prerequisite: Math Placement Test, complete M095 with C- or better, or consent of instructor.

This course is intended for students preparing for pre-calculus 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 Numbers and Operations for K-8 Teachers **F, 3 credits**

Mathematics Core

Prerequisite: Math Placement Test 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 Geometry & Measurements for K-8 Teachers **S, 3 credits**
Mathematics Core
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 Pre-Calculus **S, 4 credits**
Mathematics Core
Prerequisite: Math Placement Test, complete M121 with a C- or better, 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 pre-calculus material, and appropriate later for calculus.

M171 Calculus I **F, 5 credits**
Mathematics Core
Prerequisite: "C-" or better in 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 ε-δ 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 Calculus II **S, 5 credits**
Mathematics Core
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 monocity 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 Higher Math for K-8 Teachers **F, 3 credits**
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.

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 Enjoyment of Music **S, 3 credits**
Fine Arts/Humanities Core or Cultural Diversity Core
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:
- Apply intentional listening skills and some music specific vocabulary to reveal how music is constructed as a means through which to articulate the differences in various kinds of music.
- Recognize a wide range of composers and styles of music as an introductory entry into the beautiful world of classical and other music
- Appreciate the broad array of classical and commercial music available in the world, past and present.

MUSI103 Fundamentals of Musical Creation **F, 3 credits**
Fine Arts/Humanities Core or Cultural Diversity Core
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:
- Students will possess knowledge of how to read and write music and be equipped with the necessary skill set to enter into the world of composition in various styles.
- Students will be able to accurately analyze and transcribe what they hear to score.
- Students will have knowledge of how music fits into the broader scope of our culture, and reflects the histories, values, and conflicts that have shaped our societies and be able to use this knowledge to create their own musical works.

MUSI105 Music Theory I **F, 3 credits**
Fine Arts/Humanities Core
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:
- Write and identify intervals, scales, modes, key signatures, triads, and seventh chords.
- Differentiate between simple and compound meters.
- Identify and compose counterpoint species 1 through 5.
- Identify passing tones, neighbor tones, and consonant skips.

MUSI106 Music Theory II **S, 3 credits**
Fine Arts/Humanities Core
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:
- Identification & analysis of a wide variety of embellishing tones in varied homophonic contexts
  Composition with embellishing tones in chorale setting, simple homophonic
- Identification and analysis of inverted chords and their functions
- Identification, spelling & analysis of seventh chords in context
- Analysis of the harmonic structure of phrases (structural & linear progressions)
- Identification & writing of cadences (closed, open, & embellished)
- Analysis of phrase relationships (periods & sentences)
- Composition of various types of phrase units using inversions & sevenths, with animated accompaniments (periods & sentences)
- Identification and composition of harmonic sequences
- Making analytical reductions
- Composing out a variety of sequences, in various structures, with animated accompaniments, stepwise descending and ascending bass & melodic patterns
- Identification of the basic blues harmonic pattern
- Identification & spelling of secondary chords
- Altering the simple blues progression with secondary chords
- Analysis and reductions of music

MUSI112 Choir **F, 1 credit**
Fine Arts/Humanities Core
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:
- Students will develop a functional knowledge of the language and grammar of music (melody, harmony, rhythm, form, style) by visually and aurally identifying the basic elements during individual and group score study and analysis, individual practice, and small group sectionals.
- Students will demonstrate proficiency in the basic elements of music by accurately and expressively performing college-level musical repertoire during individual practice, small group sectionals, and large group rehearsals and performances.
- Students will demonstrate professional standards of stage presence and concert etiquette during public performances.
- Students will diagnose and correct technical errors and stylistic concerns in individual practice, sectionals, and large group rehearsals through the use of specific musical rehearsal strategies and by making individual and collective technical adjustments.
- Students will productively critique their own work and the work of others by evaluating relevant musical information (technical and stylistic aspects of performances) in order to support conclusions related to each specific performance during post-performance reflection.
- Students will demonstrate the understanding and use of public performance as a means for engaging communities and creating cultural awareness by rehearsing music to an accomplished level, executing a collaborative interpretation of the musical language, and performing in a stylistically appropriate and professional manner for public audiences.
- Students will demonstrate their knowledge of period performance practices and the aesthetic properties of musical examples by expressing this analysis within the context of their own instrument and communicating complex musical ideas through the collective performance of the ensemble.

MUSI114 Band **F, 1 credit**
Fine Arts/Humanities Core
Instrumental ensembles of various genres with performance at community, sporting and college events. May be repeated.

Student Learning Outcomes:
- Students will develop a functional knowledge of the language and grammar of music (melody, harmony, rhythm, form, style) by visually and aurally identifying the basic elements during individual and group score study and analysis, individual practice, and small group sectionals.
- Students will demonstrate proficiency in the basic elements of music by accurately and expressively performing college-level musical repertoire during individual practice, small group sectionals, and large group rehearsals and performances.
- Students will demonstrate professional standards of stage presence and concert etiquette during public performances.
- Students will diagnose and correct technical errors and stylistic concerns in individual practice, sectionals, and large group rehearsals through the use of specific musical rehearsal strategies and by making individual and collective technical adjustments.
- Students will productively critique their own work and the work of others by evaluating relevant musical information (technical and stylistic aspects of performances) in order to support conclusions related to each specific performance during post-performance reflection.
- Students will demonstrate the understanding and use of public performance as a means for engaging communities and creating cultural awareness by rehearsing music to an accomplished level, executing a collaborative interpretation of the musical language, and performing in a stylistically appropriate and professional manner for public audiences.
- Students will demonstrate their knowledge of period performance practices and the aesthetic properties of musical examples by expressing this analysis within the context of their own instrument and communicating complex musical ideas through the collective performance of the ensemble.

MUSI135 Keyboard Skills I **F, 1 credit**

Fine Arts/Humanities Core
Study of keyboard theory and technique, chords, scales, sight-reading, and piano repertoire. May be repeated. Additional fee required.

Student Learning Outcomes:
- Students who successfully complete the course will demonstrate musical proficiency and physically healthy and efficient technique.
- Successful students will be able to play keyboard accurately with healthy tone, clean legato articulation, rhythmic continuity, accurate rhythmic figures and a steady pulse.
- In keyboard theory, students will perform with steady tempo and accuracy all major and minor pentascales, all major scales, all qualities of triads in any inversion, and four-five voice chord progressions in all keys/inversions using closest position voice-leading.
- Students will perform beginning solo and ensemble repertoire pieces with appropriate expression and correctness.
- Student will demonstrate the ability to use the keyboard to improvise, compose, arrange and harmonize melodies.
- Students will demonstrate accurate sight-reading in any key signature in both clefs.
- Intervallic reading and functional keyboard harmony will be emphasized throughout the semester.

MUSI136 Keyboard Skills II **S, 1 credit**
Fine Arts/Humanities Core
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:
- Play all major scales, hands together, with correct fingering, M.M. quarter note= 96+.
- Play all white-note minor harmonic scales, hands together, with correct fingering, M.M. quarter
- note = 96+
- Play chromatic scale hands separately, starting on any note [given by the instructor], with correct
- fingering, M.M. quarter note= 96+
- Play I-vi-IV-ii-V-I in any major key and i-VI-iv-V-i in any white-note minor key.
- Harmonize a melody at sight using primary chords.
- Harmonize a melody using primary and secondary chords, with preparation.
- Play diatonic triads for any key, in all inversions, hands together, M.M. quarter note = 60+
- Prepare easy accompaniments for vocal and instrumental solos.
- Read alto and tenor clefs, with preparation.
- Sight-read a homophonic three-part open score using only treble and bass clefs.
- Sight-read a B-flat instrument part and play at concert pitch.
- Play late elementary level piano pieces.

MUSI140 Aural Perception I **F, 2 credits**
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:
- Interval recognition (all ascending and descending intervals within and octave).
- Scale and mode identification and notation.
- Dictation of melodies in both major and minor keys, simple and compound time similar to those through page 78 in volume 1 of the text.
- Identification of chord quality and primary harmonic progressions.
- Identification of meter and rhythmic dictation in simple and compound meters.
- Singing melodies in major and minor keys, simple and compound time using movable-do solfege syllables while maintaining a steady beat. . Interval recognition (all ascending and descending intervals within and octave).
- Scale and mode identification and notation.
- Dictation of melodies in both major and minor keys, simple and compound time similar to those through page 78 in volume 1 of the text.

- Identification of chord quality and primary harmonic progressions.
- Identification of meter and rhythmic dictation in simple and compound meters.
- Singing melodies in major and minor keys, simple and compound time using movable-do solfege syllables while maintaining a steady beat.

MUSI141 Aural Perception II **S, 2 credits**
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:
- Scale and mode identification and notation.
- Interval recognition (all ascending and descending intervals within an 8va)
- Dictation of melodies which parallel those in the text.
- Singing melodies in both the major and minor modes using movable-do solfege, while maintaining a steady beat, from the textbook and at sight.
- Identify meter aurally.
- Dictation of rhythms in simple and compound meters.
- Identify triad and 7th chord quality and all diatonic harmonic progressions.
- Four part dictation of chorales

MUSI160 Beginning Guitar **F, 1 credit**
Fine Arts/Humanities Core
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:
- reading standard music notation in first position
- basic chord vocabulary and strumming chords in first position
- use of a plectrum (pick)
- establishment of secure basic classical or "fingerstyle" technique

MUSI170 Introduction to Music Therapy **F, 3 credits**
Fine Arts/Humanities Core
The experiential learning exercises and assignments in this course are designed to engage students in the process of exploring their beliefs and values, discovering the basic tenets of the various theories, and the role of the client, therapist, and the music in each theory. This course provides the opportunity for students to explore and discover their theoretical orientation and how this then leads to students' development as a clinical music therapist.

Student Learning Outcomes:
- Apply comprehensive knowledge of the foundations and principles of music therapy practice.
- Synthesize basic knowledge of current theories and deduce their implications for music therapy practice and/or research.
- Differentiate the theoretical or treatment orientations of current models of music therapy.
- Identify theoretical constructs underlying various clinical practice approaches.
- Understand emerging models and trends in music therapy.
- Understand the cross-cultural application of music therapy approaches for client populations served.
- Demonstrate the application of integral thinking in music therapy clinical practice.

MUSI171 Introduction to Music Therapy Ethics **S, 3 credits**
Fine Arts/Humanities and Social Science History Core
This course explores the study of music therapy ethics with a goal of producing students who internalize ethical thinking and employ ethical decision-making in their practice. Course content includes (but is not limited to) self-awareness, values, client rights, confidentiality and privacy, relationships and boundaries, multicultural and diversity issues, research, advertising and financial responsibilities, supervision and emerging topics, such as technology and social media.

Student Learning Outcomes:
- To develop a foundation for ethical thinking

- To explore significant ethical issues in music therapy clinical practice, education/supervision, and research
- To develop skills to resolve ethical dilemmas by using Dileo's 12-step problem solving model
- To explore how personal values and feelings may affect ethical thinking

MUSI172 Introduction to Cross Cultural Awareness in Music Therapy **F/S, 3 credits**
Fine Arts/Humanities and Cultural Diversity Core
This course includes is an introduction exploration of the role and use of music in various cultures. The course focuses on acquiring insights and critical thinking skills for adapting/observing music therapy methods and approaches in ethnically and culturally diverse settings, as well as recognizing one's own cultural competence. The course will explore cultural beliefs surrounding concepts related to health, healing, wellbeing and music and how these impact music therapy practice.

Student Learning Outcomes:
- To apply various music therapy approaches based on knowledge of the roles and meanings of music in various cultures
- Apply knowledge of how culture influences issues regarding identity formation, concepts of health and pathology, and understanding of the role of music therapy.
- Understand how music therapy is practiced in other cultures.
- Recognize limitations in cultural competence and when to seek consultation or supervision.
- Utilize extensive and varied repertoire of popular, folk, and traditional songs from various cultures when appropriate.
- Adapt and select music and musical material for different cultures

MUSI195 Applied Music I **F/S, 1 credit**
Fine Arts/Humanities Core
Individualized lessons. Additional fee required.

Student Learning Outcomes:
- Demonstrate consistency in tone color and projection over a moderate range.
- Rehearse/memorize a specified set of pieces, appropriate to 100-level performance.
- Demonstrate musical sensitivity, pitch, and rhythmic accuracy.
- Perform in studio performance seminars and on one studio or evening recital.

MUSI203 American Popular Music **F, 3 credits**
Fine Arts/Humanities Core or Cultural Diversity Core
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 Music Theory III **F, 3 credits**
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:
- To learn the basics of chromatic harmony, modulation and hierarchical metric concepts, in classical and other styles.
- To learn the basic structures of small forms, fugues, and theme and variations, including their accompanying tonal plans.
- To learn the basics of jazz harmony.

- To gain skills in the description and analysis of musical events: melody, harmony, rhythm and structure.

MUSI206 Music Theory IV **S, 3 credits**
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:
- To gain skills in the analysis of music: forms/structures, tonality, meter, phrase relationships, chord progressions, cadences, voice leading, textural and structural reductions, with an emphasis on classical forms and style.
- To study the music and techniques of composers of the 20th Century.
- Montana Music Education Standards: (h) Demonstrating a knowledge of music notation and terminology; (k) demonstrating an understanding of the elements of music; and (j) analyzing music in terms of sound and notation.

MUSI207 World Music (equivalent to MUSI307) **S, 3 credits**
Fine Arts/Humanities Core, Social Science/History Core or Cultural Diversity Core
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:
- Introduction and appreciation of the music and art that exists inside and outside of our contemporary western culture.
- Cultural framework for the above arts listed.
- Stimulate and strengthen listening desire and skills.
- A variety of experiences for the study of world music.
- Cultural research on specific world regions, musical performances and class participation.
- Cultural music studied to include Africa, Indonesia, Latin America, Europe, the Middle East, Asia, Native American and American Folk and Popular Music.

MUSI212 Choir II **S, 1 credit**
Fine Arts/Humanities Core
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:
- Identify the basic elements of music grammar including melody, harmony, rhythm, form, style.
- Demonstrate proficiency in the basic elements of music by accurately and expressively performing college-level musical repertoire.
- Demonstrate professional standards of stage presence and concert etiquette during public performances.
- Diagnose and correct technical errors and stylistic concerns through the use of specific musical rehearsal strategies and by making individual and collective technical adjustments.
- Productively critique their own work and the work of others by evaluating relevant musical information (technical and stylistic aspects of performances) in order to support conclusions related to each specific performance during post-performance reflection.
- Participate in public performance as a means for engaging communities.

MUSI214 Band II: Dawson Pep **S, 1 credit**
Fine Arts/Humanities Core
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
Fine Arts/Humanities Core
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:
- Play the keyboard accurately with correct pitches, rhythms, dynamics, and articulations
- Perform all major and harmonic minor scales, and basic four-voice chord progressions using closest position voice-leading,
- Demonstrate accurate sight-reading and transposing in the grand staff, and open score reading
- Demonstrate the ability to use the keyboard to create and harmonize melodies
- Perform intermediate solo and ensemble repertoire pieces with appropriate expression and stylistic correctness.

MUSI236 Keyboard Skills IV **S, 1 credit**
Fine Arts/Humanities Core
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:
- Play the keyboard accurately with correct pitches, rhythms, dynamics, and articulations
- Perform all major and harmonic minor scales, and basic four-voice chord progressions using closest position voice-leading
- Perform all major and minor arpeggios 3 octaves
- Demonstrate accurate sight-reading and transposing in the grand staff, and open score reading
- Demonstrate the ability to use the keyboard to create and harmonize melodies
  Perform intermediate solo and ensemble repertoire pieces with appropriate expression and stylistic correctness
- Play prepared open score excerpts of string, choral and instrumental repertoire, including one transposing instrument

MUSI240 Aural Perception III **F, 2 credits**
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:
- Recognize and sing all ascending and descending intervals within an octave.
- Recognize and sing all 7th chords in root position and all inversions.
- Dictate melodies with increased use of chromaticism.
- Dictate melodies that modulate to closely related keys.
- Dictate harmonic progressions using secondary dominant and 7th chords, borrowed chords and chromatic approaches to dominant.
- Dictate harmonic progressions that modulate to closely related keys.
- Singing melodies that employ chromaticism and that modulate to closely related keys with movable do solfege.
- Perform rhythms with combined beat divisions with rhythmic syllables while conducting

MUSI241 Aural Perception IV **S, 2 credits**
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:
- Recognize integral sections of variation forms, passacaglia forms, and sonata forms
- Dictate melodies that modulate by a chromatic 3rd.
- Dictate harmonic progressions that modulate by a chromatic 3rd.
- Singing scales and melodies that employ the use of modes, pentatonic, whole tone, octatonic, and atonal patterns.

- Dictate melodies incorporating modern scales and intervals and atonality
- Recognize and dictate extended pop and jazz harmonies.
- Sing and dictate pitch sets.
- Perform rhythms with combined beat divisions with rhythmic syllables while conducting.

MUSI295 Applied Music II **F/S, 1 credit**
Fine Arts/Humanities Core
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

Native American Studies

NASX105 Introduction to Native American Studies **F, 3 credits**
Social Science/History Core or Cultural Diversity Core
This course presents a general overview of Native American history from the prehistoric period through the 20th 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

Natural Resources Science and Management

NRSM101 Natural Resource Conservation **F, 3 credits**
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 Montana Range Plants **F, 1 credit**
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.

Nursing

NRSG106 Nurse Assistant Course **F/S, 4 credits**
The Nursing Aid curriculum will prepare students for careers in healthcare under the supervision of the Licensed RN or LPN. Students learn the basic entry-level nursing skills to work in the healthcare setting as a Certified Nursing Aid. Curriculum includes providing or assisting in client care, bathing, dressing, grooming, toileting, ambulation, transferring, feeding, and use of equipment, documenting, and reporting the general well-being of the resident.

Theory and clinical study will provide necessary information and skills needed in long-term, home care, and acute care settings to take the Montana Department of Health, State Competency Evaluation Examination (Headmaster Certification Exam), which is required for the Nursing Assistant State Registry. The State exam includes written (computer) as well as a clinical (skills) portion. Testing is through and examples are available online at: www.hdmaster.com.

Student Learning Outcomes:
- Use medical terminology accurately
- List a client's rights in long term, home care, and acute care settings
- Recognize and report client behavior that reflects unmet human needs.
- Recognize changes in the client's condition and report the changes to the nurse
- Demonstrate effective communication skills for long term care (LTC) patients as well as the cognitively impaired.
- Use standard precautions when caring for all patients
- Practice safe body mechanics during the care of clients
- State the CNS's role in the healthcare team
- Safely demonstrate all the CNA skills requirements as outlined by the State and Federal regulations.
- Maintain a current CPR card and be able to demonstrate CPR and the Heimlich maneuver
- Accurately document and report observations and care given for normal and abnormal conditions
- Demonstrate reliability and responsibility in the CNA role in class and in the Clinical setting
- Work with and under the direction of the LPN or RN in a structured health care setting

- List changes seen and experienced in the aging process as well as pathophysiology, signs and symptoms of common diseases and conditions and how care can be altered to accommodate these changes.

Nutrition

NUTR221 Basic Human Nutrition **S, 3 credits**
Natural Science Core
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:

- Identify and describe the six classes of nutrients of the human diet. Determine foods that are rich sources of these essential nutrients and determine how they can contribute to healthy diet planning.
- Describe how a diversity of factors, including economic, psychological, cultural and social influence the behavioral selection of food.
- Develop and apply the basic skills of critical thinking, resource evaluation and show a “healthy skepticism” regarding the science of nutrition.
- Understand and apply information from Dietary Reference Intakes (DRI), Recommended Dietary Allowance (RDA), Adequate Intake (AI), Estimated Energy Requirement (EER), Tolerable Upper Intake Level (UL), food labels, USDA, FDA, etc.
- Perform calculations associated with nutrition. (Conversions - weight to energy available, percentages, etc.)
- Examine the role of macro and micronutrients in promoting optimal health and prevention of chronic disease.

Philosophy

PHL110 Introduction to Ethics **S, 3 credits**
Fine Arts/Humanities Core
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

Physics

PHSX105 Fundamentals of Physical Science **F/S, 3 credits**
Natural Science Core
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 (scaler 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 Fundamentals of Physical Science Lab **F/S, 1 credit**
Natural Science Core
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 (scaler 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.

PHSX205 College Physics I **S, 3 credits**
Natural Science Core
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 College Physics I Lab **S, 1 credit**
Natural Science Core
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 Physics I (w/Calculus) **S, 3 credits**
Natural Science Core
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 Physics I Laboratory **S, 1 credit**
Natural Science Core
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 Physics II (with Calculus) **F, 3 credits**
Natural Science Core
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 Physics II Laboratory **F, 1 credit**
Natural Science Core
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

Political Science

PSCI210 Introduction to American Government **F, 3 credits**
Social Science/History Core
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 Introduction to State and Local Government **S, 3 credits**
Social Science/History Core
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.

Psychology

PSYX100 Intro to Psychology **F/S, 3 credits**
Social Science/History Core
This course examines the broad field of psychology, how psychological findings are derived using the scientific method, and how these evidence-based findings/concepts are applied in the real world. Also included in this class will be brief overviews of newer findings in the field of psychology.

Student Learning Outcomes:

Upon successful completion of this course (70% or higher), students will demonstrate the following:
- Define psychology
- Develop and understand the various fields/focuses of 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 various contexts.
- Learn self-care/coping tools

PSYX230 Developmental Psychology **S (odd years), 3 credits**

Social Science/History Core
This course examines human development from conception through death, emphasizing physical, cognitive, emotional, and psychosocial factors.

Student Learning Outcomes:

Upon successful completion of this course, students will be able to:
- Define and understand the areas of focus regarding Developmental Psychology
- Demonstrate basic knowledge and understanding of typical psychological development from conception through late adulthood.
- Recognize the important roles that both nature and nurture play in the development of an individual.

PSYX240 Fundamentals of Abnormal Psychology **Fall – online/S (even years), 3 credits**
Social Science/History Core
This course examines a diverse number of disorders currently identified in the DSM-5-TR. 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:

Upon successful completion of this course, the student will be able to:
- Define and gain an understanding of what Abnormal Psychology is and psychologists in this area do
- Describe and explain how assessments are used and how diagnoses are made pertaining to abnormal psychology
- Learn and gain an understanding of specific disorders (Anxiety Disorders, Mood Disorders, Somatoform and Dissociative Disorders, Physical Disorders, Eating and Sleep Disorders, Sexual and Gender Identify Disorders, Substance Related and Impulse Control disorders, Personality Disorders, schizophrenia and Other Psychotic Disorders, Developmental an Cognitive Disorders)
- Understand and practice how to apply abnormal psychology findings to practical problems.

Sociology

SOCI101 Intro to Sociology **F/S, 3 credits**
Social Science/History Core or Cultural Diversity Core
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:

Upon successful completion of this course (70% or higher), students will demonstrate the following:
- Develop a basic understanding of concepts and approaches that sociologists use to systematically analyze the social world
- Learn to implement sociological perspectives to explain and understand social phenomena
- Practice how to apply both logical and critical thinking skills to better understand our changing world

SOCI201 Social Problems **S, 3 credits**
Social Science/History Core or Cultural Diversity Core
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 Deviant Behavior **S, 3 credits**
Social Science/History Core
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 Intro to Criminology **F, 3 credits**
Social Science/History Core
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 Intro to Juvenile Delinquency **F, 3 credits**
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

Statistics

STAT216 Introduction to Statistics **F/S, 4 credits**
Mathematics Core
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

Welding Technology

WLDG105 Shop Safety (lecture) **F, 1 credit**
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 Welding Theory I (lecture) **F, 1 credit**
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 Welding Theory I Practical (Lab) **F, 2 credits**
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 GMAQ, FCAW and GMAW-P (lecture - 1/lab - 3) **S, 4 credits**
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 Intro to GTAW – Integrated Lab (lecture - 1/lab - 2) **S, 3 credits**
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”, ¼” 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 Fabrication Basics (lecture - 2/lab - 2) **F, 4 credits**
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 Fabrication Basics II (lab) **S, 2 credits**
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 Shielded Metal Arc Welding (lecture - 1/lab – 4) **F, 5 credits**
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 Welding Qualification Test Preparation with lab (Lecture – 1/lab – 2) **S, 3 credits**
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 Welding, Measuring, and Trade Tools (1 lecture/1 lab) **F, 2 credits**

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 Pipe Welding (1 lecture/2 lab) **S, 3 credits**

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

WLDG212 Pipe Welding and Layout w/Lab (Lecture – 1/lab – 3) **S, 4 credits**

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 Structural Fabrication (Lecture - 1/lab - 2) **F, 3 credits**

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 Aluminum Welding Processes (Lecture - 1/lab - 2) **S, 3 credits**
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 Metal Fabrication I (Lecture - 2/lab - 2) **F, 4 credits**
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, corner weld spatter and excessive weld metal to achieve a professional and workmanlike product.

WLDG242 Metal Fabrication II (Lecture - 1/lab - 3) **F, 4 credits**
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

WLDG280 Weld Testing Certification **S, 2 credits**
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 Weld Testing Certification Lab **S, 2 credits**
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

Writing

WRIT101 College Writing I **F/S, 3 credits**
Communication Core (required)
Prerequisite: Placement exam, or consent of instructor. May require co-requisite.
Foundational course in college-level writing. Students will learn basic research skills, including information retrieval and documentation. Short essays will demonstrate critical thinking as a basis for clear, concise writing. A final research project will provide students with a model that may be used in academic and vocational settings.

Student Learning Outcomes:

- Cultivate reading and analytic practice appropriate to the beginning college level; address aspects of written rhetoric including purpose, context, theme, genre, and tone.
- Develop writing strategies from the planning and prewriting stage through drafting, polishing, and formatting.
- Develop effective and learner-appropriate strategies for revising written work.
- Track, understand, synthesize, and correctly cite peer-review

WRIT122 Intro to Business Writing **S, 3 credits**
Communication Core
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 College Writing II **F/S, 3 credits**
Communication Core
Prerequisite: Grade "C-" or better in WRIT101 or consent of instructor
Intermediate course in college-level writing emphasizing primary source study, research writing, critical analysis of primary texts, documentation and editing appropriate to more advanced collegiate work. A final research project will provide students with a model that may be used in academic and vocational settings.

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 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

TUITION AND FEES

Credits	In-District			In State/Out of District & GEM		
	Tuition Rate	Mandatory Fees	Tuition & Fees	Tuition Rate	Mandatory Fees	Tuition & Fees
1	$91.00	$76.00	$167.00	$158.00	$76.00	$234.00
2	$182.00	$152.00	$334.00	$316.00	$152.00	$468.00
3	$273.00	$228.00	$501.00	$474.00	$228.00	$702.00
4	$364.00	$304.00	$668.00	$632.00	$304.00	$936.00
5	$455.00	$380.00	$835.00	$790.00	$380.00	$1,170.00
6	$546.00	$456.00	$1,002.00	$948.00	$456.00	$1,404.00
7	$637.00	$532.00	$1,169.00	$1,106.00	$532.00	$1,638.00
8	$728.00	$608.00	$1,336.00	$1,264.00	$608.00	$1,872.00
9	$819.00	$684.00	$1,503.00	$1,422.00	$684.00	$2,106.00
10	$910.00	$760.00	$1,670.00	$1,580.00	$760.00	$2,340.00
11	$1,001.00	$836.00	$1,837.00	$1,738.00	$836.00	$2,574.00
12	$1,092.00	$912.00	$2,004.00	$1,896.00	$912.00	$2,808.00
13	$1,183.00	$988.00	$2,171.00	$2,054.00	$988.00	$3,042.00
14	$1,274.00	$1,064.00	$2,338.00	$2,212.00	$1,064.00	$3,276.00
15&>	$1,365.00	$1,140.00	$2,505.00	$2,370.00	$1,140.00	$3,510.00

Credits	WUE & Canadian			Out of State & International		
	Tuition Rate	Mandatory Fees	Tuition & Fees	Tuition Rate	Mandatory Fees	Tuition & Fees
1	$237.00	$76.00	$313.00	$251.00	$76.00	$327.00
2	$474.00	$152.00	$626.00	$502.00	$152.00	$654.00
3	$711.00	$228.00	$939.00	$753.00	$228.00	$981.00
4	$948.00	$304.00	$1,252.00	$1,004.00	$304.00	$1,308.00
5	$1,185.00	$380.00	$1,565.00	$1,255.00	$380.00	$1,635.00
6	$1,422.00	$456.00	$1,878.00	$1,506.00	$456.00	$1,962.00
7	$1,659.00	$532.00	$2,191.00	$1,757.00	$532.00	$2,289.00
8	$1,896.00	$608.00	$2,504.00	$2,008.00	$608.00	$2,616.00
9	$2,133.00	$684.00	$2,817.00	$2,259.00	$684.00	$2,943.00
10	$2,370.00	$760.00	$3,130.00	$2,510.00	$760.00	$3,270.00
11	$2,607.00	$836.00	$3,443.00	$2,761.00	$836.00	$3,597.00
12	$2,844.00	$912.00	$3,756.00	$3,012.00	$912.00	$3,924.00
13	$3,081.00	$988.00	$4,069.00	$3,263.00	$988.00	$4,251.00
14	$3,318.00	$1,064.00	$4,382.00	$3,514.00	$1,064.00	$4,578.00
15&>	$3,555.00	$1,140.00	$4,695.00	$3,765.00	$1,140.00	$4,905.00

Dawson Community College
Mandatory Fee List
Fall 2024, Spring 2025, Summer 2025

Course Credits	Building Repairs & Maintenance	Student Building Fee	Computer Fee	Student Activity Fee	Technology Fee	Library Media Fee	Recreation Fee	Student Success Fee	Health Services Fee	Total Fee
1	$10.00	$15.00	$15.00	$4.00	$25.00	$4.00	$1.50	$1.00	$0.50	$76.00
2	$20.00	$30.00	$30.00	$8.00	$50.00	$8.00	$3.00	$2.00	$1.00	$152.00
3	$30.00	$45.00	$45.00	$12.00	$75.00	$12.00	$4.50	$3.00	$1.50	$228.00
4	$40.00	$60.00	$60.00	$16.00	$100.00	$16.00	$6.00	$4.00	$2.00	$304.00
5	$50.00	$75.00	$75.00	$20.00	$125.00	$20.00	$7.50	$5.00	$2.50	$380.00
6	$60.00	$90.00	$90.00	$24.00	$150.00	$24.00	$9.00	$6.00	$3.00	$456.00
7	$70.00	$105.00	$105.00	$28.00	$175.00	$28.00	$10.50	$7.00	$3.50	$532.00
8	$80.00	$120.00	$120.00	$32.00	$200.00	$32.00	$12.00	$8.00	$4.00	$608.00
9	$90.00	$135.00	$135.00	$36.00	$225.00	$36.00	$13.50	$9.00	$4.50	$684.00
10	$100.00	$150.00	$150.00	$40.00	$250.00	$40.00	$15.00	$10.00	$5.00	$760.00
11	$110.00	$165.00	$165.00	$44.00	$275.00	$44.00	$16.50	$11.00	$5.50	$836.00
12	$120.00	$180.00	$180.00	$48.00	$300.00	$48.00	$18.00	$12.00	$6.00	$912.00
13	$130.00	$195.00	$195.00	$52.00	$325.00	$52.00	$19.50	$13.00	$6.50	$988.00
14	$140.00	$210.00	$210.00	$56.00	$350.00	$56.00	$21.00	$14.00	$7.00	$1,064.00
15+	$150.00	$225.00	$225.00	$60.00	$375.00	$60.00	$22.50	$15.00	$7.50	$1,140.00

Dawson Community College - Course Fees			
2025/2026			
Department	**Course**	**Description**	**Fee**
Agriculture, Animal Science	ANSC 108	Intro to Livestock Eval	$25
	ANSC 202	Livestock Feeds & Feeding	$20
	ANSC214	Calving Management	$30
	ANSC 222	Livestock Sustainable	$30
	ANSC240	Animal Reproduction	$40
	ANSC 262	Range Livestock Production	$25
	ANSC266	Anatomy and Physiology of Domestic Animals	$30
	EQUH 110/210/ 253/256	Equitation Courses	$160
Art	ARTH101	Foundations of Art	$100
	ARTZ105	Visual Language - Drawing	$100
	ARTZ106	Visual Language - 2D Design	$110
	ARTZ108	Visual Language - 3D Foundations	$110
	ARTZ211	Drawing I: Figure	$110
	ARTZ212	Drawing Studio	$110
	ARTZ221	Painting I	$150
	ARTZ214	Illustration	$110
	ARTZ222	Painting Studio	$150
	ARTZ224	Watercolor I	$125
	ARTZ225	Watercolor Studio	$125
	ARTZ291	Special Topics: Drawing II	$125
Astronomy	ASTR111	Astronomy Lab	$50
Biology	BIOH202	Human Anatomy/Phys I Lab	$40
	BIOH212	Human Anatomy/Phys II Lab	$40
	BIOB102	Discover Biology Lab	$30
	BIOB161	Principles of Living Systems Lab	$30
	BIOB171	Principles of Biological Diversity Lab	$30
	BIOM251	Microbiology for Health Sciences Lab	$40
Chemistry	CHMY122	Intro to General Chemistry Lab	$60
	CHMY124	Intro to Organic and Biochemistry Lab	$60
	CHMY142	College Chemistry I Lab	$60
	CHMY144	College Chemistry II Lab	$60
Early Childhood Education	EDEC130	Health, Safety and Nutrition w/ Lab	$30
	EDEC210	Meeting the Needs of Families w/ Lab	$30
	EDEC230	Positive Child Guidance w/ Lab	$30
	EDEC247	Child and Adolescent Dvlpt w/ Lab	$30
	EDEC273	Curriculum and Environments I w/ Lab	$30
	EDEC275	Integrated Curriculum and Environments II	$30
CPR/1st Aid	ECP100	Standard First Aid and CPR	$36
Law Enforcement	CJLE200	Reserve Officer Training	$275
	CJLE294	Reserve Officer Training Workshop	$325
Music	MUSI135	Keyboard Skills I	$40

	MUSI136	Keyboard Skills II	$40
	MUSI112/212	Choir I / Choir II	$40
	MUSI 114/214	Band I / Band II	$40
	MUSI160	Beginning Guitar	$40
	MUSI195	Applied Music I	$40
	MUSI235	Keyboard Skills III	$40
	MUSI236	Keyboard Skills IV	$40
	MUSI260	Intermediate Guitar	$40
	MUSI295	Applied Music II	$40
Physics	PHSX106	Fund Physical Science Lab	$40
	PHSX	Physics Lab	$40
Welding Technology	WLDG100	Intro Weld Fundamentals	$50
	WLDG105	Shop Safety	$25
	WLDG106	Metal Fabrication Methods	$50
	WLDG111	Welding Theory I Practical	$150
	WLDG112	Cutting Practices	$175
	WLDG114	MIG/TIG Welding	$50
	WLDG133	GMAW, FCAW, GMAW-P	$200
	WLDG140	Intro to GTAW - Integrated Lab	$200
	WLDG145	Fabrication Basics	$150
	WLDG146	Fabrication Basics II	$175
	WLDG150	Layout Techniques	$175
	WLDG151	Shop Practices	$50
	WLDG180	Shielded Metal Arc Welding	$200
	WLDG186	Welding Quality Test Prep Lab	$250
	WLDG187	Flux Core Arc Welding	$175
	WLDG205	Applied Metallurgy	$50
	WLDG210	Pipe Welding Integrated Lab	$250
	WLDG212	Pipe Welding and Layout (intg lab)	$350
	WLDG225	Structural Fabrication	$200
	WLDG235	Oxy-Fuel Welding	$150
	WLDG237	Aluminum Welding Processes	$125
	WLDG241	Metal Fabrication I	$175
	WLDG242	Metal Fabrication II	$175
	WLDG243	Advanced Metal Fabrication I	$50
	WLDG281	Welding Test Certification Lab	$350
	WLDG292	Independent Study (Open Lab)	$75
MISC. Courses	AHAT 210	Prev & Care Athletic Injuries	$15

Dawson Community College Board of Trustees

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Cindy Larsen

Vice Chairman
Sarah Thorson

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Gloria Garceau-Glaser –Sandy Johnson – Brendan Heidner – Lesley Gibbs – Jordan Ulrich

Personnel

(Year in parenthesis indicates first year of service at Dawson Community College)

Executive Cabinet

President
Chad Knudson (2024)
Bachelor of Science Valparaiso University
Phone: (406)-377-9406
Email: cknudson@dawson.edu

Nyberg, Daisy (2022)
Dean of People and Culture
Title IX Coordinator
Equal Employment Officer
M.S., Strayer University
B.A., Western Governor's University
Phone: (406) 377-9412
Email: dnyberg@dawson.edu

Miller, BreAnn (2023)
Director of Academic Affairs
M.Ed., Montana State University
B.S., Montana State University – Billings
A.A., Dawson Community College
Phone (406) 377-9414
Email: bmiller@dawson.edu

Joe Peterson (2015)
Director of Athletics
M.Ed., Northwest State University
B.S., Rocky Mountain College
A.S., Dawson Community College
Phone: (406) 377-9459
Email: jpeterson@dawson.edu

Smith, Becky (2022)
Dean of Finance and Operations
B.S., Baker College
Certificate, ND School Business managers Assoc.
A.S., Montana State University-Northern
Phone: (406) 377-9489
Email: bsmith@dawson.edu

Thompson, Todd (2018)
Director of Facilities
A.S., Dawson Community College
Electrical Apprenticeship, North Dakota State College of Science
Phone: (406) 377-9451
Email: tthompson@dawson.edu

Roos, Gina (2019)
Academic Assessment Coordinator
M.S., Montana State University-Billings
B.S., Dickinson State University
Phone: (406) 377-5302
Email: groos@dawson.edu

Faculty and Coach Profiles

Beltz, Lucy (2018)
Early Childhood Education
M.Ed., The University of Montana
Email: lbeltz@dawson.edu

Buscho, Doug (2022)
Welding Technology
A.A.S., Dawson Community College
Phone: (406) 377-1017
Email: dbuscho@dawson.edu

Caudle, Riley (2020)
Welding Technology
A.A.S., Dawson Community College
Phone: (406) 377-9466
Email: rcaudle@dawson.edu

Di Gangi, Christina (2015)
English, Writing, Literature
Ph.D., University of Notre Dame
B.A., University of Ottawa
Phone: (406) 377-9415
Email: cdigangi@dawson.edu

Fritz, Dina (2017)
Head Volleyball Coach
Phone: (406) 377-9437
Email: dfritz@dawson.edu

Fultz, Kyle (2025)
Head Baseball Coach
M.A. Ed., Greenville College
Phone: (406)377-9492
Email: kfultz@dawson.edu

Hackbarth, Clifton (2023)
Chemistry Faculty
Ph.D., University of Colorado Denver
B.A. Michigan Technological University
Phone: (406) 377-9427
Email: chackbarth@dawson.edu

Huff, Casey-May (2022)
Head Softball Coach
M.A., Abilene Christian University
B.S., Abilene Christian University
B.A., Iowa Central Community College
Phone: (406) 377-9413
Email: chuff@dawson.edu

Jackson, Dempster (2023)
Head Cross County and Track Coach
Assistant Director of Recruitment and Marketing
B.S., Missouri State University
Phone: (406) 377-9466
Email: djackson@dawson.edu

Jacobs, Jake (2025)
Business
M.B.A., Marywood University
B.B.A., Marywood University
Phone: (406) 377-9438
Email: jjacobs@dawson.edu

Li, Tsai-Ying (2017)
Music
D.M.A., University of Wisconsin-Madison
M.M., Northern Illinois University
Phone: (406) 377-9408
Email: tli@dawson.edu

McGinley, Shawn (2022)
Head Rodeo Coach
B.S., Montana State University
Phone: (406) 377-9417
Email: smcginley@dawson.edu

Miller, BreAnn (2023)
Director of Academic Affairs
Library Director
M.Ed., Montana State University
B.S., Montana State University – Billings
A.A., Dawson Community College
Phone (406) 377-9414
Email: bmiller@dawson.edu

Peterson, Joe (2015)
Head Coach Men's Basketball
M.Ed., Northwest State University
B.S., Rocky Mountain College
A.S., Dawson Community College
Phone: (406) 377-9459
Email: jpeterson@dawson.edu

Robinette, Jennifer (2012)
Biology
M.S., Montana State University-Bozeman
B.S., Dickinson State University
Phone: (406) 377-9431
Email: jrobinette@dawson.edu

Roos, Gina (2019)
Interim Academic Assessment Coordinator
Addiction Studies/Psychology
M.S., Montana State University-Billings
B.S., Dickinson State University
Phone: (406) 377-5302
Email: groos@dawson.edu

Solomon, John (2024)
Criminal Justice Faculty
M.A., Arizona State University
B.A., University of Montana
A.A., Spokane Falls Community College
Phone: 406-377-9426
Email: jsolomon@dawson.edu

Staffileno, Nick (2022)
Education
M.Ed., Minot State University
B.S., Montana State University
B.A., Montanan State University
Phone: (406) 377-9419
Email: nstaffileno@dawson.edu

Stortz, Bradie (2024)
Agriculture and Animal Science Faculty
M.S., South Dakota State University
B.S., South Dakota State University
Phone: 406-377-9464
Email: bstortz@dawson.edu

Sutton, Lee (2024)
Math
M.S., Montana State University
M.S., South Dakota State University
B.S., University of South Dakota
406-377-9433
lsutton@dawson.edu

Weber, Mark (2023)
Head Women's Basketball Coach
M.S., Southern New Hampshire University
B.S., Kennesaw State University
Phone: (406) 377-9450
Email: mweber@dawson.edu

Wheeler, Jennifer (2016)
Art
M.F.A., Western Connecticut State University
B.F.A., Western Connecticut State University
Phone: (406) 377-9474
Email: jwheeler@dawson.edu

Wentz, Josh (2020)
E-Sports Coach
Email: jwentz@dawson.edu

Staff (Professional and Classified)

Bilbrey, Kristin (2017)
Accounts Receivable Assistant
Phone: (406) 377-9423
Email: kbilbrey@dawson.edu

Copp, Ashton (2018)
Human Resources Assistant
A.A., Dickinson State University
Phone: (406) 377-9430
Email: acopp@dawson.edu

DeJaegher, Dwight (2019)
Maintenance Engineer
A.A.S., Dawson Community College
Phone: (406) 377-9451
Email: ddejaegher@dawson.edu

Fults, Kayla (2025)
Resident Director
B.S., Southern Nazarene University
Phone: 406-377-9445
Email: kaylafultz@dawson.edu

Hafemann, Kelly (2024)
Maintenance Technician
Phone: 406-377-9451
Email: khafemann@dawson.edu

Harp, Dennis (2018)
Executive Director DC Foundation
M.Ed, Hardin-Simmons University
B.A., Mount Mary College
A.A., Dawson Community College
Phone: (406) 377-9425
Email: dharp@dawson.edu

Jackson, Dempster (2023)
Assistant Director of Recruiting and Marketing
B.S., Missouri State University
Phone: (406) 377-9466
Email: djackson@dawson.edu

Kingstad, Clint (2024)
Maintenance Engineer
Phone: 406-377-9451
Email: ckingstad@dawson.edu

Lensegrav, Taylor (2024)
Assistant Director: Adult Education
B.S., Black Hills State University
Phone: (406) 377-9448
Email: tlensegrav@dawson.edu

Malone, Denny (2025)
Campus Property Coordinator
A.S., Dawson Community College
Phone: (406) 377-9490
Email: dmalone@dawson.edu

Meek, Stefanie (2023)
Academic Program Coordinator
Veteran's Coordinator
A.A., Dawson Community College
Phone: (406) 377-9405
Email: smeek@dawson.edu

Milne, Erica (2021)
Director of Enrollment
International Student Advisor
B.A., Montana State University - Billings
Phone: (406)-377-9419
Email: emilne@dawson.edu

Payne, Harold (Chris) (2023)
Financial Aid Director
B.S., Weber State University
A.S., Salt Lake Community College
Phone: (406) 377-9444
Email: hpayne@dawson.edu

Pollock, Donald (2024)
Maintenance Engineer
B.S., Weber State College
Phone: 406-377-9451
Email: dpollock@dawson.edu

Reed, Tammy (2008)
Assistant Business Manager
Phone: (406) 377-9402
Email: treed@dawson.edu

Rich Rowe (2021)
Student Engagement Coordinator
A.A., Dawson Community College
Phone: 406-377-1070
Email: rrowe@dawson.edu

Sargent, Kendra (2022)
Admissions Specialist
A.A.,Dawson Community College
Phone: 406-377-9400
Email: ksargent@dawson.edu

Snyder, Mia (2024)
Dual Enrollment Coordinator
Assistant Cross Country/Track Coach
A.S., Dawson Community College
Phone: 406-377-9440
Email: msnyder@dawson.edu

Vashus, Todd (2023)
Part-time Maintenance Technician
Phone: 406-377-9451

Wuethrich, Courtney (2020)
Online Specialist and Academic Advisor
B.S., Indiana University
Phone: (406) 377-9411
Email: cwuethrich@dawson.edu